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ABSTRACT

The manual describes the Special Friends Program, an approach to prepare handicapped and nonhandicapped children for social interactions with one another. The program emphasizes social, play, and leisure interchanges that facilitate social skill development by both severely handicapped and nonhandicapped children. Following a review of the project's history and rationale, the manual presents guidelines on successfully implementing the program. Chapters are organized according to the major steps and decisions the trainer must make in implementing the program: program initiation, core program sessions for regular education students, social performance objectives for severely handicapped students (based upon the demands of persons, places, relationships, and other cues present in eight situation types), planning of integrated activities (examples of those used successfully with nondisabled and disabled students of different ages), and program evaluation. Appendices include: scripts of three slide shows; examples of appropriate responses to regular education students' typical questions; sample letters to parents; a three-page reference list; and a sample evaluation measure. (CL)

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# The Special Friends Program:

# A Trainer's Manual for Integrated School Settings

# (Revised Edition)

Written by:
Luanna Voeltz, Norma Jean Hemphill, Sue Brown, Gloria Kishi, Randee Klein, Royal Fruehling, Gail Levy, Judy Collie, and Chris Kube

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## Chapter 1

## Program Overview

Prior to 1975, most severely handicapped students were educated apart from children who were not handicapped. In many cases, severely handicapped children and youth were placed in institutions and either did not received any educational services, or received minimal services for a small portion of what would otherwise be a school day for their nonhandicapped peers. If severely handicapped students did attend school, they most likely were transported to a segregated, handicapped-only school for an entire district or a cooperative of school districts. This meant traveling long distances by bus or family car to reach a school which was far from home and which was attended only by other handicapped students, who most often lived in an entirely different area of the community.

This situation has changed dramatically during the past few years. Due to both changes in public awareness and attitudes as well as state and federal mandates, severely handicapped children and youth are now guaranteed a free and appropriate public education. Furthermore, their right to associate with nonhandicapped individuals has been recognized by statutory requirements that, to the maximum extent possible, handicapped students should be educated in proximity to their nonhandicapped peers. For the first time in history, severely handicapped and nonhandicapped persons can be expected to interact with one another in school and other

community settings from childhood throughout their lifespan.

The premise of the program presented in this integration manual is that all handicapped children--without exception--have the right to receive an education in a neighborhood public school which is close to home and which serves primarily nonhandicapped, chronological age peers according to the law of natural proportion (Brown, Branston, Hamre-Nietupski, Johnson, Wilcox, & Gruenewald, 1979; Brown, Ford, Nisbet, Sweet, Donellan, & Gruenewald, 1982; Sontag, Certo, & Button, 1979; Voeltz, 1980, 1983). This integration is clearly indicated by both legislative mandate and increased public support and acceptance of handicapped persons into the community (Taylor, 1982). But because many districts throughout the country have until now provided services to severely handicapped students in segregated settings, separate from nonhandicapped peers, the movement to classrooms located on general education campuses close to the children's homes represents a dramatic social and administrative-programmatic change. Throughout this transition period, the experiences of educational agencies that have successfully integrated severely handicapped students into the public school system can provide positive direction for others.

The administrative integration of severely handicapped learners into more than forty neighborhood public schools throughout the nation's seventh largest school district provided us with the context to design, implement and evaluate the programmatic component presented in this manual--the Special Friends Program. In Hawaii,

the State Department of Education determined that severely handicapped children would attend classes in neighborhood public elementary and secondary schools rather than in institutional and segregated settings. Beginning in 1977, classes for severely multiply handicapped, severely to profoundly retarded, deaf-blind, and autistic children and youth were established, and by 1982 approximately 85% of these children attended school in proximity to nonhandicapped peers. The location of these classes in schools which previously had not served children with severe handicapping conditions required significant professional and personal adjustments by state and district administrative and program staff, teachers, principals and other school personnel, parents, and the children themselves. The Special Friends Program was piloted during the 1977-1978 school year at one public elementary school, and extended to more than a dozen additional schools throughout Hawaii beginning in fall 1978.

The intent of Special Friends is to provide a transitionary, training program to prepare the children--both severely handicapped and nonhandicapped--for social interactions with one another. Thus, the focus of the activities and program components presented throughout the manual is upon the children, rather than parents, administrators, teachers, or other school personnel. There can be no doubt that these adults could benefit from various training activities and experiences to prepare them for this integration experience. However, the opportunity presented by a generation of

children attending school together for the first time and throughout the school years seemed a high priority for our efforts. Thus, we entered into these activities for the children themselves hoping to facilitate their adjustment to and enjoyment of one another's presence in the school community.

Additionally, we felt that since we ourselves had grown up in segregated environments--"protected" from the presence of severely handicapped peers (as well as various other racial and cultural differences)--the program had to be based upon what we learned from the children involved in the interactions, not upon what we thought we already knew. We avoided currently available models for interactions between handicapped and nonhandicapped children--such as peer tutoring and volunteer programs and programs which provided nonhandicapped children with a great deal of information about handicapping conditions. It seemed to us that the purpose of association with nonhandicapped persons ought to be the social opportunties available from those interactions. The Special Friends Program provides a context for these social interactions to occur naturally between the children in natural contexts such as recess and leisure activities.

Though our original intent was to focus upon the children, some preparation of school personnel is also needed. The adults in the school community can facilitate children's interactions, or they can prevent them from occurring or insure that such experiences are temporary rather than having lasting impact upon the children

involved. Thus, this revised version of the Special Friends manual now contains material which is oriented to providing teachers and other school personnel with guidelines for effecting successful integration opportunities throughout the school day. Ultimately, the true test of integration will be not the presence of a program such as Special Friends, but evidence that individual severely handicapped children can access the full range of integration experiences, within the context of their educational needs, which are available to children who are not handicapped.

## Why Integration?

There are two major reasons why physical, programmatic and attitudinal integration are essential for the optimum development of severely handicapped learners:

1. Natural contexts are necessary for the development of functional and generalized skills and behaviors which will allow maximum individual adjustment and independence in both current and future environments.

A major reason to placing severely handicapped children into integrated school and other community environments, is, of course, to provide them with the actual, natural learning context to develop the skills needed to function as independently as possible as adults in the community (Brown, Hamre-Nietupski, & Nietupski, 1976). Such skills, are best taught and practiced in the real world, not in artificial and segregated settings and simulations or natural situations (Falvey, Brown, Lyon, Baumgart, & Schroeder, 1980). By

establishing classrooms for severely handicapped students in the general education community, teachers, parents and the handicapped students themselves are exposed to the natural cues, correction procedures, and contingencies likely to be available on a continuing basis, as opposed to various manipulations and simulations provided in highly artificial instructional situations. Highly structured, one-to-one discrete trial instruction in isolated classroom settings may have indeed resulted in the acquisition of behaviors in that classroom, but there is no guarantee that such skills will transfer to functional use outside the instructional environment. Particularly if severely handicapped students display severe learning problems, it seems crucial that educators follow the principle of "zero inference" in instructional programming, i.e., that we not infer that learning will generalize to criterion skills in criterion environment but instead teach such skills directly (Brown, Hamre-Nietupski, & Nietupski, 1976). Teaching functional responses in integrated, community environments is today's "educational best practices" rather than a minority professional opinion or even an untested educational innovation.

2. Integrated environments and interactions with nonhandicapped persons are necessary for the development of social competence by severely handicapped persons.

An equally compelling reason to return services for severely handicapped learners to neighborhood public schools and other integrated community environments is a concern for social competence.

Segregated environments serving only severely handicapped individuals generally provide only two possible social interaction opportunities: (a) the severely handicapped person can interact with another severely handicapped person; and (b) the severely handicapped person does indeed interact with a large number of "helpers", including teachers, therapists, ward personnel, work supervisors, psychologists, custodial staff, cafeteria workers, physicians, dentists, volunteers, etc. Clearly, the only "peer" type interaction which is even possible is with other children whose developmental and behavioral characteristics may be similar, but not necessarily conducive to a variety of social interactions. Patterns of social interaction between severely handicapped peers can and should be facilitated and encouraged (see Landesman-Dwyer & Berkson, 1979, for a review of this topic, and Certo & Kohl, 1983, for a curriculum effort in this direction), but it also seems inappropriate that these be the only truly social opportunities available to a severely handicapped learner. In all other interactions with caregivers and professionals, the severely handicapped person is the recipient. S/he is helped to do something by a more competent performer, who sets the rules and generally requires rather rigid adherence to established expectations. This limited range of social experiences cannot promote social competence nor does it allow for the development of rewarding social relationships. We have simply not acknowledged the restrictive nature of the caregiver-client and teacher-child interaction, which currently domi-

nates all planned and spontaneous social interactions experienced by severely handicapped children in special education settings isolated from their nonhandicapped peers.

Ask yourself: What would my own life be like if my experiences were restricted to interactions with authority figures and surreptitious peer interactions, where both the peer and I had limited mobility, sensory and/or motor impairments, few resources, and almost no opportunity to share activities and conversation? What are the varieties of social experiences, interactions and relationships which have been continuously available to me, from birth to now? Can severely handicapped persons justifiably be denied similar social interaction experiences for any reason whatsoever?

Benefits to Children

Thus far, we have focused exclusively upon the potential benefits of integration for severely handicapped persons. We maintain that this social reform will benefit nonhandicapped persons as well. Regular education children, of course, may have never before seen severely handicapped youngsters, some of whom use various prosthetic devices, wheelchairs, etc., and may look and behave differently from most of their peers. How nonhandicapped children feel about and behave toward handicapped peers has been subject to both descriptive investigation and much anecdotal speculation. Research findings on the social status of mildly handicapped students has generally indicated that these children may be socially isolated by nonhandicapped peers (Asher & Taylor, 1981; MacMillan,

Jones & Aloia, 1974), though there has always been evidence that various intervention efforts can change this situation and promote social acceptance (Gottlieb, 1978; Donaldson, 1980). In a thought-provoking review of research on attitudes toward disabilities, Donaldson (1980) noted that most work in this area represents neither a serious effort to positively change such negative attitudes (if they exist) nor an explanation as to how negative attitudes might actually be created and maintained by current social practices. There is now considerable evidence that systematic interventions designed to promote positive social interactions between severely handicapped and nonhandicapped children result in significant more positive behaviors and attitudes by both groups of children (Rynders, Johnson, Johnson, & Schmidt, 1980; Voeltz, 1980a, 1980b, 1982; Voeltz & Brennan, 1982). These positive changes appear to occur simply as a function of exposure over time, such that placement of self-contained classes on a general education campus will result in increasingly more positive attitudes toward children with handicaps by regular education children in comparison to the attitudes expressed by children who have no such exposure (Voeltz, 1980a, 1982). However, structured and systematic interaction experiences between the children is most clearly associated with significant improvements on various social behavior measures (Rynders et al., 1980; Voeltz, 1982; Voeltz & Brennan, 1982).

Heterogeneous Friendships

Aside from evidence that nonhandicapped children will develop positive attitudes and behavior toward their severely handicapped peers, what other benefits might occur for regular education children as a consequence of a social policy of integration? Rubin (1980) has emphasized that current patterns of friendship which are most likely to be supported by adults are unnecessarily restrictive and may inhibit children's social development. For example, cross-age friendships between a younger and an older child were once quite typical in children's lives, but now are socially disapproved--probably because of the influence of an age-graded educational system which encourages children to interact only with peers in the same grade (i.e., at the same age). Yet there are potentially many benefits to children from such heterogeneous friendships: older children may develop an increased self-concept, sense of responsibility and personal satisfaction from a "big brother/big sister" kind of feeling inherent in an interaction with a younger child. The younger child may in turn learn more easily and feel more comfortable in the presence of an older child--who is only slightly more "skilled" in comparison to the younger child--rather than an adult. In fact, it is quite possible that many social and other skills are actually learned by children from other children; certainly, everything which is learned by nonhandicapped children was not taught by their regular education teachers or even their parents. To some extent, an interaction between

same-aged severely handicapped and nonhandicapped children resembles the kind of cross-age interaction which Rubin discusses, and presumably similar benefits might occur.

Ironically, those of us who plan integrated programs as professional educators must recognize that we most likely grew up in "segregated" childhoods. Our own interactions with peers are most likely to be highly homogeneous ones, restricted to a small set of "best friends" who are very much like ourselves. Our social interactions seem to reflect a kind of "in group/out group" orientation in which we accept those who meet certain criteria and assume those who do not are happiest associating with others who more closely "match" their own characteristics. Surely it is possible to value and experience mutally rewarding, heterogeneous friendships--with people who are somehow quite different than our usual friends. Heterogeneous interactions among individuals and cultures most probably represents a higher stage in social development than segregation, rejection and isolation from one another. Provided that such social interactions among severely handicapped children and children who are not handicapped are mutually beneficial--that is, they are not charitable-type, unidirectional relationships in which one child is seen as the giver and the other child as the taker--they should be associated with increased skills in social interaction not only for the handicapped child but also for his "nonhandicapped" peer. Which of us would reject outright an opportunity to improve our own social skills? We think that nonhandi-

capped children who learn to interact with severely handicapped peers are developing not only new social and communication skills but also a complex ability to adjust and adapt their behavior for widely variant social demands. At least the children seem to think so (cf. Voeltz, 1980b).

Utimately, an accepting community which also has acquired the skills needed to communicate and interact with severely handicapped persons not only removes the last barrier to integration but also increased opportunities available to severely handicapped persons dramatically. Severely handicapped persons will undoubtedly not have sufficient time to learn everything which they would need to be able to do in order to function independently in integrated community environments. If, however, that society consists of non-handicapped persons who have gone to school with children with severe handicaps, respect their right to be at home, school and work without restrictions, and have learned to derive personal satisfaction and enjoyment from their interactions with severely handicapped persons, then almost no opportunity or activity would be inaccessible.

## Special Friends: Philosophy and Purpose

The Special Friends Program has two major goals: (1) to develop positive, mutually rewarding personal relationships between severely handicapped and nonhandicapped children which will generalize to non-school environments and maintain over time; and (2) to support the development of social competence by both severely

handicapped and nonhandicapped children, such that they acquire the social performance skills to successfully function in integrated community environments. In order to accomplish these two goals, our focus is upon personalized interactions between the children as the context for the development of social interaction skills. Most intervention programs which have been available have consisted primarily of two types: (1) providing nonhandicapped children with a great deal of information about handicapping conditions; and (2) utilizing nonhandicapped children as tutors or helpers in programs for severely handicapped children. The Special Friends Program which will be presented here does neither of these, and in fact considers both the "information" and the "helper" approaches to be potentially counterproductive to the development of positive integration attitudes and opportunities.

We feel that nonhandicapped children in particular are more likely to become accepting and tolerant of their severely handicapped peers if they: (1) come to appreciate severely handicapped children as peers, i.e., as other persons more like themselves than different, and who thus deserve the same opportunities, considerations and affections as do "normal" individuals; and (2) feel comfortable around their severely handicapped peers because they have acquired the social and communication skills necessary to engage in a meaningful and enjoyable interchange with one another. We do not feel that children will become increasingly accepting of one another as a function of learning definitions of handicapping conditions,

diagnostic criteria (mental retardation vs. mental illness, etc.) or other such facts. On the contrary, a specific question about cerebral palsy might well be meaningful only with reference to a given severely handicapped peer after a nonhandicapped child has learned how to play and communicate with Johnny who happens to have cerebral palsy. Most special educators choose their profession not out of fascination for medical and diagnostic information about disabilities, but rather because they enjoy teaching severely handicapped children. Why, then, would we suppose that nonhandicapped children need to learn definitions rather than specific interaction skills, and why do we even assume that the most interesting thing about Johnny--to a nonhandicapped child or anyone else--is his medical diagnosis or his disability? Thus, the program described here begins by providing the children with a minimum of general information, while instead providing children with specific information they need to interact with another child. Strategies to present necessary information (and even suggested answers to, in our experience, the most frequently asked questions) are provided as an integral part of a program which empahsizes the personal and friendship nature of the interaction between two children.

Preparing for Interactions

We do believe, however, that nonhandicapped children as well as severely handicapped children need assistance in learning how to interact with one another. The issue is not simply reassuring a

nonhandicapped child so that fears and uncertainties might be alleviated by philosophical lectures (or discussions) about acceptance, expressions of feeling, etc. Our approach to teaching nonhandicapped children how to interact with severely handicapped peers allows for the expression of their concerns through such discussions, but the major emphasis is upon skill-development. We assume that since the severely handicapped child's behavioral repertoire is probably quite unlike that of a nonhandicapped child with whom children usually play, they quite honestly do not know how to play, communicate and interact with a severely handicapped peer. What nonhandicapped children will need in order to interact with Johnny--who is severely handicapped--is far closer to social skill instruction than it is to information. They will need to learn the specific communication, social and play strategies which will be functional in interactions with Johnny, just as Johnny is learning to expand those strategies he may already have. Initially, then, the nonhandicapped child is provided with specific information relative to a selected severely handicapped peer so that interaction can begin.

These interactions between a nonhandicapped child and a severely handicapped child are furthermore designed to be primarily social in nature. The nonhandicapped child is not viewed as a "helper" or "tutor" for the severely handicapped child, and subtle pressures to cast the relationship in these terms must be continuously avoided. We find it difficult to imagine that nonhandi-

capped children could be developing respect for the rights of their severely handicapped peers if they are taught to view themselves as dispensers of time and resources to help those other children. In fact, social rejection may be supported by the continued philosophy represented by organized and personal charity "on behalf of those less fortunate than ourselves." Such an approach to the social position of severely handicapped persons justifies their exclusion from view and the community, with the exception of periodic (often only on holidays, etc.) highly publicized events which have no longitudinal or functional significance for the day-to-day existence of severely handicapped persons. Thus, all children who participate in the program described in this manual--both handicapped and nonhandicapped--are referred to as "Special Friends" and there are continuous reminders throughout the following pages that we encourage <u>peer</u> interactions, not sympathy and helping. Since the temptation will be great (based upon our own years of experience), we provide some strategies to remind the trainer to avoid common pitfalls. For example, the program emphasizes social play and leisure interchanges, and activities are designed which allow natural interactions in which both children can perform alternating responses in activities which are mutually reinforcing. If, on the other hand, the special education teacher takes advantage of the presence of a nonhandicapped fourth grader to "run a program," "take Johnny to the therapy room," help set the snack table, and even feed a severely handicapped student, the helper-helpee line is

irrevocably drawn. We also feel that to utilize nonhandicapped peers in this way is potentially exploitative (after all, they too are in school to learn) and can even be dangerous to one or both children (e.g., a nonhandicapped child should never lift, carry, feed or toilet a severely handicapped child ). Similarly, end of the year awards given only to the nonhandicapped Special Friends undoes any pretense that the interaction was a friendship and not a service.

The interaction exchanges are intended to facilitate social skill development by both children. For the nonhandicapped participant, the learning will undoubtedly appear to be primarily vicarious in the sense that only initial instructions from a teacher may be required; once in the interaction situation, the natural cues, corrections and consequences occurring within the dyad often provide a nonhandicapped child with the information s/he needs to make the necessary adjustments to support the activity. For the severely handicapped participant, these dyadic interactions with a nonhandicapped peer do provide an ideal context for the development of social, communication and leisure skills. In fact, we shall outline procedures for planning these interaction events such that they facilitate the acquisition of individualized objectives written into the IEPs of severely handicapped pupils. However, this does not imply that the nonhandicapped child becomes a tutor who delivers structured cues and consequences in an instrutional format. On the contrary, the interactions should ideally resemble what might be termed "generalizations sessions" if

not natural situational variations of the real world. Specific guidelines to incorporate the interaction context into the IEP will be outlined which allow these experiences to be viewed as learning situations but which nevertheless preserve their integrity as social and mutually enjoyable interchanges. The rewards for participating in the interaction must be obtained within the social exchange between the severely handicapped and nonhandicapped child. Anything which serves to interfere with or decrease these rewards, or which provides potentially competing and distracting rewards (e.g., social reinforcement from the teacher) jeopardizes the likelihood that the relationship will endure beyond the immediate situation and extend into the daily lives of both children both now and in the future.

## Program Development and Field Testing

Integrated public school services in the state of Hawaii provided the context for the development and field testing of Special Friends. In the mid-1970s, the State Department of Education determined that severely handicapped children would attend school on general education campuses serving primarily regular education children. Beginning in 1977, the seven school districts established classes (generally self-contained) for severely multiply handicapped, severely to profoundly retarded, and autistic children and youth at more than forty elementary and secondary school identified throughout the state. Generally, these schools were selected because of geographical location which was most central to

the homes of most severely handicapped children in that area who would attend the program, as well as for other reasons such as the availability of space and school administrative support. However, the decision to establish the classrooms was an administrative one at the state and district levels, and overt resistance was not an issue. Mildly to moderately handicapped children had, of course, attended a continuum of educational arrangements--from self-contained classrooms to resource room and mainstream support services--on regular campuses in the educational system for many years. And it was made quite clear that the services being established for severely handicapped children were not "mainstreamed" (i.e., the children would actually be placed in regular classes for academic instruction) but would be separate classrooms. These classrooms would be considered a part of each school, however, and the general education administration holds responsibility for them just as for regular education youngsters.

The first such classroom for severely multiply handicapped children--children who are severely to profoundly retarded and additionally exhibit multiple handicapping conditions such as sensory and/or motoric impairments--was established in January 1977 at Kainalu Elementary School in Kailua, Hawaii. Almost immediately, teachers reported that many nonhandicapped children were seemingly curious about the classroom, the equipment and the students. These first children gathered about during their recess periods, and eventually began spending time in the special edu:a-

tion class--asking to play with the children, push the wheelchairs, etc. The continuing daily visits and the concern of the special education teachers (there were two classes by fall 1977), who were not quite sure what to do with the situation, prompted a parent of a nonhandicapped student and the principal of Kainalu to jointly plan Hawaii's first Special Friends Programs, which began during the 1977-1978 school year.

During the spring sememster 1978, this parent conducted the initial pilot of the activities reported here as a VISTA worker. When the VISTA funds lapsed at the end of the academic year, the Department of Special Education at the University of Hawaii was able to secure a CETA Title VI Special Projects grant to staff and evaluate an expanded Special Friends program at Kainalu Elementary and Kailua Intermediate Schools and to support a totally teacher-run replication program at Honowai Elementary School in Waipahu, Hawaii. In addition to orientation activities directed to all the regular education students at each school, the program consisted of scheduled opportunities for interaction between a self-selected group of regular education children from grades 4 through 7 and their severely handicapped age-peers. Each nonhandicapped child spent weekly recess periods with a chosen Special Friend, and an additional recess period once a week with the program trainer at each school. The nature of the one to one interactions between children was structured by each special education teacher, and included a wide variety of activities. The group discussions

included initial pilots of activities since expanded and becoming the core of the Special Friends sessions described in this manual. The results of this full year of development and field testing indicated increasingly positive attitudes toward their handicapped peers as function of the amount of contact experienced by nonhandicapped youngsters (Voeltz, 1980a, 1982).

During the 1979-1980 academic year, Special Friends continued at the elementary level through local school efforts with no outside funds and primarily moral and evaluation support only from the University of Hawaii. In 1980, federal funding was obtained to support the contined development of the integration model; referred to locally as the Hawaii Integration Project, school and community based activities were conducted beginning in the 1980-1981 academic year through the present in nearly a dozen public school settings. Table 1 listed each school setting which has been involved as either a primary or replication site throughout the field-testing of various components. For each school, we have indicated the types of handicapped and nonhandicapped children involved, how many children participated in the activities, and indicated the degree of school involvement. As can be seen from the table, the model has been field-tested with hundreds of severely handicapped and nonhandicapped children and has functioned both with full project support as well as only the provision of evaluation and consultative services by project staff. Nonhandicapped children from grades kindergarten through nine have participated in various program com-

TABLE 1

Special Friends Field Test School Sites

| Description of School[a] | Site[b] | Participant Children | | | | Year(s) Involved |
|---|---|---|---|---|---|---|
| | | Handicapped | | Nonhandicapped | | |
| | | Diagnoses[c] | Ages | n[d] | Grades | n[d] | |
| PSE (Kainalu) | Primary | SMH, TMR | 3-19 | 30 | K-6 | 67 | 1977-1982 |
| PSE (DeSilva) | Primary | SMH, Deaf-Blind | 3-11 | 9 | K-6 | 58 | 1980-1982 |
| PSE (Waimea) | Primary | SMH, Deaf | 2-9 | 7 | K-6 | 48 | 1980-1982 |
| PSE (Honowai) | Replication | SMH, SMR, PMR, TMR | 4-20 | 18 | 4-5 | 100 | 1978-1982 |
| PSS (Kailua) | Primary | TMR | 13-16 | 7 | 7 | 13 | 1978-1979 |
| PSS (Kaimuki) | Primary | SMR, PMR, Autistic | 16-20 | 16 | 7-9 | 59 | 1980-1982 |
| PSS (Jarrett) | Primary | SMH | 13-18 | 5 | 7-9 | 25 | 1981-1982 |
| PSE (Waikiki) | Replication | Autistic | 6-9 | 5 | 4- | 11 | 1980-1981 |
| PSE (Pearl City) | Replication | TMR | 7-11 | 14 | 5-6 | 85 | 1981-1983 |
| PSE (Pearl Harbor Kai) | Replication | TMR | 6-14 | 32 | 4 | 57 | 1981-1982 |
| PSE (Barbers Point) | Replication | SMH, TMR, Autistic | 3-12 | 28 | 5-6, 3-4 | 115 | 1981-1982 |
| PSE (Jefferson) | Primary | SMH | 6-9 | 9 | 1-3 | 31 | 1980-1981 |
| PSE (Aliiolani) | Replication | SMH | 6-13 | 10 | 4 | 20 | 1981-1982 |
| PSE (Wilcox, Kauai) | Replication | SMH | 4-16 | 9 | 4 | 70 | 1981-1983 |

[a]PSE = Public School Elementary; PSS = Public School Secondary (intermediate). All are general education campuses.

[b]Primary = Project staff participated directly in program; Replication = Project staff provided only consultation and evaluation support.

[c]SMH = Severely Multiply Handicapped; SMR = Severely Mentally Retarded; PMR = Profoundly Mentally Retarded; TMR = Moderately (Trainable) Mentally Retarded.

[d]These numbers are estimates for the numbers of participants per year.

ponents, and severely handicapped children from ages 3 through 18 diagnosed as severely to profoundly retarded, deaf-blind, severely multiply handicapped, moderately retarded and autistic have been thus "integrated" into general education campuses.

## Organization of the Manual

The manual is designed to provide teachers, administrators, counselors, parents or any other interested persons with the information and guidelines necessary to successfully implement the Special Friends Program. It is assumed, of course, that the information and guidelines will be expanded and adjusted by the individual school trainer to fit not only the unique abilities and needs of the children involved, but also any environmental features which might be unique to a given school or community.

The chapters are organized according to the major steps and decisions the trainer must make in implementing this program. Chapter 1 provides the background and philosophy of integrated services and the Special Friends Program in particular. Chapter 2 provides a step-by-step summary of procedures to initiate the program in your school. Chapter 3 contains the core program sessions for the regular education sessions conducted with small groups of those nonhandicapped children who participate in Special Friends. In addition to the core sessions which are considered to be essential to the program, we have provided a number of additional session descriptions which have also been field tested and can be added to the general program. These various sessions are dif-

ferentiated for lower elementary, upper elementary and secondary age use. Chapter 4 provides an overview of a social performance goal structure which provides a framework to plan appropriate social skill objectives for severely handicapped pupils based upon the demands of persons, places, relationships, and other cues present in eight situation types. This assessment and curriculum model emphasizes selecting maximally powerful response variations across a sample of the eight situation types, and guidelines are provided to assist teachers in coordinating and evaluating the individualized objectives within the context of interactions with nonhandicapped peers. Chapter 5 contains a selection of interaction activities, indicating guidelines for selection of activities based upon age level, the needs of both regular education and special education students, environmental factors, etc., as well as suggestions of dyadic and small group activities which have proved particularly successful in project efforts. Chapter 6 summarizes a number of program evaluation issues, and discusses the kinds of evaluation which the classroom teacher can realistically do by him/herself to determine the effects of the program and whether changes might be needed. References are provided, and various appendices include resource listings, sample consent forms, samples of typical questions children ask as well as answers which can be given, and summaries of available reports on various integration activities.

## A Final Note on Implementing Special Friends

Our experience has taught us that one learns how to integrate

services by doing so, i.e., that it is not necessary to maintain segregated programs while one "prepares" the school, staff, community and children for integration. Specific needs can only be identified and addressed once integration has begun. The Special Friends Program described in this manual does provide a strategy to insure that the transition period--these first few years of integrated school programs--is a comfortable one for the children involved. The program was developed and is intended to be used as a temporary intervention which is most needed and appropriate for the very first few years of such integrated public school services. It is a model of "extra help" to allow the children (and their constituents) to develop the attitudes and skills needed to engage in positive and mutually rewarding interactions with one another. These peer interactions have been designed to be as normalized as possible and can be expected to generalize to other non-school environments and to maintain over time in a variety of educational and community settings and situations. Implementation of this program is appropriate only if the following basic, minimal conditions can be met:

1. Both severely handicapped and nonhandicapped chronological-aged peers attend the same neighborhood public school (i.e., this is not a program of "reverse mainstreaming" whereby nonhandicapped "volunteers" make periodic field trips from their general education campus to a segregated, special education school as a compromise to integration);

2. The children who will interact with one another are within a similar age range (i.e., the program is not designed for non-handicapped secondary students to interact with handicapped elementary age children, or vice versa);
3. The school setting is physically, programmatically and attitudinally capable of supporting integrated activities (i.e., the classroom serving severely handicapped children must be located in reasonable proximity to classrooms serving nonhandicapped peers, recess and lunch times and places should be shared, and the educational staff--both regular and special education--must be willing to allow natural interactions and integrated activities to occur).

Given these minimal "conditions", all the information needed to establish and conduct a Special Friends Program, adapted for various age levels, is provided in the following chapters. We wish to repeat again, however, that we consider Special Friends to be a transitionary program. Once the program has been in place over a period of two to four years, we feel that the children, their parents and constituents, and the educational staff have been prepared for a future level of integration and interaction which will be more natural and normalized. Quite bluntly, the true measure of integration of severely handicapped children into mainstream community services and situations would be the demise of a need for such special programs or even the concept and term of a "special friend."

## Chapter 2

## Starting a Program

Any interested person--teacher, administrator, student, parent, educational assistant, friend, etc.--can start a Special Friends Program in a school. Whether more people are needed for the initial development depends upon: (1) the relationship between the initiator (the person who starts the program) and the school, and (2) the number of students the initiator hopes will participate in the program. If the initiator is not a teacher, then s/he will need to consult with at least one regular education and one special education teacher who will actively support social interactions between their students. And the larger the program envisioned by the initiator is, the more people will be needed to do the work involved--to plan, approve of, and implement the program.

The initiator of the Special Friends Program may want to meet with the following people in order to: (1) inform them of his/her desire to start a program, (2) ask for suggestions and feedback about the goals, activities, structure, etc. of the program, and (3) gain permission and support of such a program, and/or gather participants, materials, equipment, etc. for the program. This list is only a suggestion and should be modified to fit the specific needs of the initiator and the school involved.

1. The School Principal. At this meeting, the initiator can express his/her desire to start a Special Friends Program, explain its purposes and benefits, discuss the tentative scope of the program, and list the probable resources the program will need. It may be a good idea to have a small file prepared of serveral articles describing the program and some evaluation data which the principal may want to read or want to have available in the office for anyone who may be interested (see References for

list of articles which you might want to xerox and provide to anyone who wants more information). If the initiator thinks someone else should be designated as Program Coordinator, the initiator should also discuss this with the principal.

2. The Program Coordinator (if different from the initiator). At this meeting, the initiator can discuss the same topics that were covered with the principal, but s/he should go into more detail about the coordinator's role--the probable commitment, work and time, daily administration, etc., which is involved.

3. District/State Personnel. The initiator and/or program coordinator may need to inform and gain official permission from the district office for plans to establish the program, especially if a large, school-wide program is envisioned. The principal can tell you whether or not this step is needed or preferred.

4. School Personnel. At this meeting, the initiator and/or program coordinator can inform the faculty and staff about the program and its relevance to their school to create a general awareness of and support for the program. It is ideal to do this at a regularly scheduled school faculty meeting, rather than calling another separate meeting; this insures that all school personnel will be at the meeting, and also indicates that the program has official status in the school setting. If the Special Friends slide show or a substitute (see Chapter 3) is available, it should be shown to the group. It is best to keep this description of the program rather short (5-10 minutes plus the slide show), and allow some time for questions from those at the meeting. If a large meeting is difficult to arrange and the program's scope will be small (e.g., involving only two classrooms at the school), then perhaps some other means to contact teachers and other school personnel can be substituted before the program begins. If this occurs, you should try to schedule a presentation about the program for the entire school staff at

a faculty/staff meeting later in the school year.

5. Regular and Special Education Teachers and Support Staff (Teacher Aides, etc.) who have already expressed interest in participating in a Special Friends Progam. At this meeting, the initiator and/or program coordinator can ask for direct input on the critical planning questions (see next section) or form a core group of planners to deal with the questions. If the group is large, the coordinator might also want to identify one special education teacher and one regular education teacher to act as liaisons (voicing concerns, relaying messages, etc.) among and between the interest groups involved.

Once a program coordinator for the Special Friends Program has been designated, that person needs to make some decisions about what will be the scope and structure of the program. The needs of the students, teachers, and the particular school should be considered in making the decisions, and the program can vary greatly in structure to reflect the individualized needs of each school situation. As the program changes and evolves, the answers to the following questions may and probably will change:

1. Who are the appropriate student participants?

   Functioning Levels. The program is designed to promote social interactions between nonhandicapped and severely handicapped students. Thus, the special education students should be selected from those who may be diagnosed as severely multiply handicapped, deaf-blind, trainable to profoundly mentally retarded, and autistic. The regular education students should be selected from the regular education classes and may also include mildly handicapped students. These mildly handicapped students (who participate in the activities as "mainstream" regular education students) may include those diagnosed as learning disabled, educationally handicapped, mildly (educable) mentally retarded, and emotionally handicapped. The

program should promote interactions between students who otherwise do not have much opportunity to meet one another. Therefore, only severely handicapped students in self-contained classes should be involved as special education Special Friends, and those who are in a regular classroom for at least part of the day or who typically play with other nonhandicapped children in community settings (as do both regular education and mildly handicapped students) should be included as regular education Special Friends rather than special education Special Friends.

Chronological Ages. The ages of the regular education and the special education students who will play with each other should similar to one another, that is, in the same range that is found in a usual peer friendship group--for example, 9 to 12 year olds (upper elementary age), 16 to 18 year olds (high school age), etc. If an older regular education student interacts with a much younger special education student, the relationship will resemble a teacher-student (helping) type interaction rather than a friend-friend one.

If the program coordinator wants to include lower elementary children in the program (i.e., younger than fourth grade), the regular education students will probably need closer supervision because such young children generally are not responsible or independent enough to meet with the special education students on their own during recess. Thus, if the special education class involves lower elementary or preschool age children, the nature of the program activities will have to change somewhat to be consistent with the ability of regular education children at that age to assume certain commitments and also to accurately reflect the kinds

of play interactions typical of children in this age range (see Chapter 3 for more detail).

2. How many students will participate in the program and what will be the ratio of regular education students to special education students?

Total Number. The total number of regular education students will depend on: (1) the total number of special education students and teachers who want to participate, and (2) the ratio of regular education students to special education students.

Ratio. Some possible ratios are:

(1) One regular education student to one special education student.

(2) Two regular education students to one special education student. This ratio might avoid the possibility of the regular education student losing interest or becoming discouraged, especially if the special education student is minimally responsive and gives little social reinforcement to the regular education peer, or is somewhat disruptive, runs away, etc. The two regular education students can talk to each other during the interaction, being careful, however, to include the special education student also.

(3) One regular education class or group from one class to one special education class, with varying numbers in the groups of regular education and special education students. If, however, there are too many regular education students for each special education student, it will be difficult to form close friendships. Of course, large numbers of students "paired" with one special education student does not resemble a natural social interaction, so these situations should be avoided.

This class-class arrangement will probably be most appropri-

ate if there is only one special education class in the school, because it would avoid the situation where many regular education students may want to participate and only a few can be chosen for the activities. This arrangement might also facilitate communication and interactions between the regular education teacher and the special education teacher from each class. Group activities would then be easier to arrange, interactions could occur at time other than recess--e.g., during music, art, physical education, or any other appropriate activity--and the visits of the regular educa- students to the special education classroom could be more easily monitored and spaced.

Reserve List. Since some students may drop out after the program is started, a reserve list of appropriate replacements should be kept. Gaps in the interactions can then be kept to a minimum by substituting these replacements as soon as possible.

3. How will the matchings/assignments between the regular education students and the special education students be made?

Some possibilities are:

(1) Teacher Assignment. The special education teacher and/or the regular education teacher will group regular education students and special education students. This arrangement allows the teacher to perhaps make suitable matches, e.g., two skilled regular education students with one difficult special education student, a quiet student with another quiet student, etc. Since at the very beginning of a program the two groups of students do not know one another, this may be the most efficient procedure for the first semester of activities. This will avoid a situation where none of the regular education students selects particular special education students or even entire classrooms, primarily because

they are not familiar with those children and already have some interactions with others. We recommend some type of teacher assignment procedure when the program begins to give the children the opportunity to get to know one another. This should not be a permanent arrangement, however, since friendships should be allowed to develop and these will be matters of personal choice for both of the children involved in each relationship.

(2) Free Choice. A regular education student may simply choose which severely handicapped student or group of students s/he wants to play with. If anyone is left out, if no regular education student chooses to go to one particular classroom, or if the opposite occurs (a large group of regular education students flocks to one special education student or class), then the program coordinator will have to arrange a more even distribution. This procedure will work more smoothly after the program has been in existence for some time and the children therefore have enough information to make meaningful choices.

(3) Combination of Free Choice and Teacher Assignment. Once students find other students they feel comfortable with, they tend to stay with the same group. The program coordinator may, however, want to encourage students to interact with different students and vary the make-up of the groups. These shifts can cause more scheduling problems and assignment confusions for both the teachers and the children, so they must be planned carefully and clearly explained to everyone involved.

4. How much time will the program take?

Total Length. In order to allow friendships to form and grow, the program should include about 8-10 weeks of scheduled inter-

actions between students. About four additional weeks (two prior to the interactions and two following them) should be allowed for orientation, assignments, assessments, etc. A semester's time is a convenient unit, and the program coordinator may want to change the regular education students every semester if there are many regular education students interested in participating in the program. This would give more children an opportunity to interact with the severely handicapped students.

By running the program on a semester-by-semester basis (rather than for an entire year), the regular education students also have a natural opportunity to continue with the program and/or more informal social interactions only if they really choose to do so. Children who prefer not to be in the formal activities will no doubt eventually stop coming, but a natural "break" gives them a chance to exercise this choice without having to feel uncomfortable about it and without feeling as though they are breaking a commitment. The interaction experiences should be positive ones, regardless of whether they continue indefinitely or occur for shorter time periods for each child.

Length and Frequency of Interactions. In order to insure that students have enough time to play with each other (after they get settled, set up the play materials, etc.), the length of the interaction should be at least 15 minutes. Half an hour, allowing enough time for preparation and clean-up, questions and answers, etc., would be ideal. Specific activities (see Chapter 5) may require more or less time. In addition to the interactions between regular education students and special education students, there are also meetings for the regular education Special Friends as a group to discuss their interaction experiences with severely

handicapped peers (see Chapter 3 for details). At least 20 minutes should be allowed for the discussion and activities planned for these meetings.

The interactions and meetings can occur during recess at the elementary schools and during lunch break at the secondary schools. These times are especially suited to the informal peer relationships that the program encourages. In schools where the recess or lunch period is very short or the special education classrooms are far from similar-age regular education classrooms, it may be necessary to have the regular education students either leave their classrooms early or eat during the first shift or return to their classrooms a bit later in order to play or meet for 15-20 minutes. These special arrangements would have to be determined and approved by the regular and special education teachers involved. (The ideal solution, of course, is to change the location of the special education class so that these children are appropriately part of their age-range section of the school.)

It may also be possible to incorporate the program into the instructional time. At the elementary level, a free period may be possible, and regular education students could then be excused to participate in activities in the special education classroom or the special education children might come into the regular education room. If an entire regular education class is interacting with an entire special education class, it may be easier for the two teachers to find mutually available times and reciprocal activities. Again, these arrangements would have to be approved by the teachers and administrators involved and relate to the instructional goals of all the students, both special and regular education. For secondary students, it may be possible to have the

Special Friends Program included in the school course offerings as an elective, school service requirement, or as a substitute for study hall.

In order to insure that students interact and meet frequently enough to obtain benefit from the program, there should be three to four planned interactions between regular education and special education students during recess at the elementary level and two to three planned interactions during lunch break at the secondary level. If the students want to play with each other more times during the week, they should be encouraged and allowed to do so. The meetings for only the regular education students should occur regularly once a week during the core 8-10 weeks of program activities each semester.

5. Where should these interactions and meetings take place?

The structured interactions between regular education students and special education students during recess or lunch break should originate in the special ecucation classroom where the play materials and equipment would most likely be stored. The regular education students are likely to have the mobility needed to reach the special education classroom with sufficient time remaining for interactions to occur, and they may actually require some instruction in initiating this activity in a manner similar to "calling for" a friend in another environment (i.e., as they might call for a friend in the neighborhood). The students might then stay in the room or go outside to play. If there are more students than the classroom can safely accomodate, as when two large classes interact, the students could be divided into smaller groups and sent

to appropriate places on campus which have been designated for them (e.g., the P.E. room, the library, etc.). It is important that the place or places for the interactions between the children are natural ones in the environment where children typically interact with one another during those time periods, and where the Special Friends can continue to interact with one another even during the weeks when an organized program might not be occurring.

A quiet place, such as the library or a classroom, is most appropriate for the regular education meetings. Because of the extraneous noise and size of the room, the cafeteria should probably be avoided. What is important is that the place or places for the meetings be relatively stable so that students can tape things on the wall, teachers can store materials or equipment safely, scheduling confusions can be avoided, and a sense of belonging to a group can be encouraged. Also, if a large number of regular education students are involved in the program, it is best to arrange for more than one smaller group (perhaps according to age range, for example) to meet at separate times, rather than trying to conduct a meeting with everyone at one time. (Different persons might then be interested in conducting the meetings with these different groups).

Once the basic structure of the Special Friends Program has been planned, some time should be given to discussing related matters such as parental permission, evaluation, and publicity. Plans in these areas can be very simple--none at all--or they can become quite elaborate, depending upon the amount of time and resources available and upon the school's interest and policies concerning these matters. Some questions which should be addressed are:

1. How much parental permission for Special Friends is needed?

Since the school principal has the final authority over all activities occurring on campus, the program coordinator should discuss the school's policy and forms which pertain to the Special Friends Program with the principal. If this program is voluntary and/or the interactions and meetings occur during recess or lunch break, then the teachers might need to send a letter home asking whether or not the students can become Special Friends. If the program involves integrated learning acitvities--consistent with the children's educational needs--which are held during instructional time, then the teachers may not need to ask for permission from the parents or guardians. It is suggested, however, that a letter describing the program, its goals and activities, be sent home to inform the parents about this unique aspect of their children's education. This notice could consist of an announcement that the program activities will be presented at an upcoming PTA meeting, perhaps including the slide show and an opportunity to ask questions (see samples of letters asking for permission and informing parents about the program in Appendix D).

2. How much evaluation of the program is possible?

Whenever teachers undertake an innovative program such as Special Friends, which they hope will result in beneficial outcomes, some kind of evaluation should be included to measure the program's effects. The formative and summative evaluations may be as brief or as lengthy, as informal or as formal as the regular and special education staff think possible and necessary. Not only are there questions about how to evaluate the program, what instruments and procedures to use, there are also questions about whom to assess.

The options are: (1) assessing only the regular education and special education students who participate directly in the program, or (2) assessing the students who participate in the program and other students who are similar to them (same age and grade, for example) but do not participate in the program. However, parent permission should be obtained for these assessments, in a manner consistent with legal requirements and each school district's policies (see Appendix D for samples of letters requesting this permission, and Chapter 6 for more details on possible evaluation activities).

3. How much publicity does the program need?

It is important for the school's faculty and staff, the students and their parents to be aware of the Special Friends Program's existence so that it can be established, maintained, and perhaps grow as a program which is part of the school. The following are some suggestions for ongoing publicity:

(1) Reserve space in the school's newsletter, bulletin, newspaper, etc., for articles about the program's activities, special events, guest speakers and the like written by regular education Special Friends, artwork drawn by special education Special Friends, etc.

(2) Find a bulletin board, or part of one, that can be used for the program. A calendar of upcoming events can then be posted both to remind the Special Friends about these activities and to keep other students aware of the activities. Pictures drawn or photographs taken of the activities can also be posted.

(3) Sponsor special events, guest speakers, field trips, etc., perhaps with other school organizations, and invite non-Special Friends to attend. (Remember, you want to develop friendships

between the children and you also want to reach as many children as possible!)

(4) Show the Special Friends slide show or a substitute movie (see Appendix E for several suggestions for appropriate books) and talk about the problem to school and community groups.

(5) Develop a scrapbook of pictures of Special Friends activities. It can be shared with different classes to promote interest and to reinforce the Special Friends who appear in the photographs.

(6) Purchase T-shirts or buttons and distribute them to all Special Friends. Words such as "I'm a (name of school) Special Friend" or a drawing created by the students can be printed on them. With the help of an art teacher, the T-shirts can even be silk-screened by the students themselves as one of the activities.

(7) If the school has an end-of-the-year assembly which includes an award ceremony, achievement, honor roll, etc., you may choose to give recognition or certificates to the Special Friends. It is crucial to remember, however, to include the special education students as well as the regular education students and to minimize such external rewards for participation in comparison to the intrinsic gratifications of being a Special Friend. In fact, an emphasis upon external rewards such a "certificates of achievement" for a program such as Special Friends may jeopardize your intention to promote natural peer interaction patterns between the children. Always carefully weigh each such decision in the context of the overall purpose of the program and philosophy of mutual acceptance and enjoyment.

## Chapter 3

### Program Sessions for Regular Education Students

Regular education students usually have had little personal contact with severely handicapped persons before joining the Special Friends Program. In any social interaction, a lack of familiarity tends to create feelings of awkwardness, shyness, etc., and these feelings, which are probably more intense when meeting severely handicapped people, may cause students to drop out of the program before they have participated in many integrated activities. The program sessions described in this chapter are a way to lessen the uncomfortableness of the "get-acquainted" stage of the program. They are opportunities for the regular education participants to share their questions and feelings about the ongoing interactions with their special education Special Friends. These sessions are also opportunities for the program coordinator and/or teacher to present ideas and show strategies which may aid regular education students to interact more effectively with their Special Friends and to become informed resources about disabilities for their classes and communities. Since the regular education participants will probably be coming to the program from various homerooms and classes, these sessions are opportunities to quickly take care of the housekeeping details of the program--the announcements, reminders, changes, etc.

The following program sessions are lesson plans which evolved during the field tests from the concerns of the regular education students and the philosophy and structure of the program. These lesson plans are presented only as suggestions and should naturally be modified to fit the interests and grade levels of the students and the time limitations

of the school's schedule. Even with modifications, however, they naturally divide into three parts:

1) Three orientation sessions which precede any interactions with their special education Special Friends (see Chapter 5 for a description of these interaction sessions). These sessions include a pre-test to measure the students' attitudes toward handicapped persons, information about the program via a slide show and written materials, and an assignment plan.

2) Eight program sessions which occur simultaneously with the integration sessions. (If you feel that one or more of these sessions should precede the integration sessions because they would help the regular education students be more effective in the integration session, then you may want to change the schedule a little. However, since the questions and problems are more likely to arise out of and be more meaningful within the context of the integration sessions, the integration sessions should not be held off for too long.) These sessions focus on some of the questions asked by the students and on the philosophy of the Special Friends Program--what is a disability, how do we communicate, what is a prosthesis, how can we play together, how does a disabled person live, how do nonhandicapped persons view handicapped people, what is a friend, and why integration?

3) A follow-up session which occurs after the integration sessions. This session includes a post-test and an optional questionnaire to measure how the students have been affected by their participation in the program.

After regular education students have participated in the Special Friends program for a semester, they will probably feel more comfortable with the special education students and there will probably be less of a need for these program sessions. In that case, you may want to shorten these regular education sessions and expand the integration sessions.

SPECIAL FRIENDS PROGRAM
Regular Education Orientation Session #1

Teacher's Name:_____ Date:_____

Topic: How Do I Feel About Handicapped Persons?

Instructional Goals/Objectives: To begin to experience a positive change in attitude towards severely handicapped students

The Acceptance Scale was developed by Dr. Luanna Voeltz and used by the Hawaii Integration Project to evaluate the effectiveness of the Special Friends Program in changing regular education students' attitudes toward severely handicapped students. The student was asked whether s/he agreed, disagreed, or was undecided about statements such as, "I have talked with some mentally retarded students at school," "We usually have school lunch at 9 a.m.," "I like the idea of having a variety of friends." While this survey, or any other like instrument, is not essential to the program's implementation, it is a useful instrument to help document change. (For more information on The Acceptance Scale, contact: Dr. Luanna Voeltz, Special Education Programs, Department of Educational Psychology, U. of Minnesota, 259 Burton Hall, 178 Pillsbury Dr., SE, Minneapolis, MN 55455.)

If the Acceptance Scale is used, it must be given twice--once before any portion of the program begins and again after the program has ended. The survey may be administered to the entire school, or to certain grade levels which will be asked to join Special Friends. If there is a non-Special Friends population taking the survey, then comparisons between the attitudes of the participants and the attitudes of the non-participants can be made. Otherwise, it is sufficient to compare the attitudes of the participants before and after the program.

Participants (including number and levels of students):

Three levels of The Acceptance Scale are available: lower elementary (1-2), upper elementary (3-6, and secondary (7-12). The written survey is too difficult for some kindergarten students and therefore should be used beginning with first graders. However, the lower elementary version can be given to kindergarten children as an interview if someone can read the sentences to each child and mark down his/her responses on the answer sheet.

At the secondary level, two versions of The Acceptance Scale are available. The teacher must read the questions to the students in Version A, while the students complete Version B independently.

Length of Session: 30 minutes (including "travel time" and testing itself)

Physical Setting: Classroom, library, or other small-medium room with desks and chairs

Materials/Equipment Needed for Session (including any adaptations):

-The Acceptance Scale (or a substitute which measures the attitudes of non-handicapped persons toward handicapped persons) and answer sheet--one per student

-Pencils

Any Advanced Preparations Needed for Session:

1. Reproduce enough copies of the survey and answer sheet for every student.
2. Arrange a date with the Principal so that all students who will be taking the survey can do so during the same day. Keep in mind any special events (field trips, assemblies, etc.) that might interfere with these arrangements.

3. At the secondary level, it is suggested that the survey be given during the homeroom period to avoid testing the same student twice.

4. If only some students from a class are to be tested, activities for and supervision of the other students must be arranged, especially at the elementary level. Two teachers may want to work together, one administering the survey while the other teaches the remaining students. Or, the children taking the survey can be "pulled out" and sent to the library for testing, two to three classes at a time (no more than 25-30 students), according to a prearranged schedule.

5. If possible, especially at the elementary level, get another person to help administer the survey—to provide objective, non-judgmental answers to students' questions, to prevent errors such as marking on the wrong line, etc.

6. Give all proctors the surveys and instructions at least a day before the testing so that they will know what to do and say.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. <u>Administering the Survey</u><br><br>1. Pass out a copy of the survey and a pencil to every student.<br><br>2. Read the instructions aloud while students follow silently and answer whatever questions the students may have about the survey.<br><br>3. Allow students enough time to complete their surveys then collect them all.<br><br>B. <u>Scoring the Surveys</u><br><br>Score the surveys according to the directions given in the Scoring Key and record each student's score.<br><br>C. <u>Comparing Scores</u><br><br>After the students have completed the Special Friends Program and taken the survey a second time, check whether the pre and post scores differ. If the scores in the post-test are higher than the scores in the pre-tests, then the positive change may be the result of the program. | |

SPECIAL FRIENDS PROGRAM
Regular Education Orientation Session #2

Teacher's Name:_____ Date:_____

Topic: What is the Special Friends Program About?

Instructional Goals/Objectives:
1. To learn about the Special Friends Program.
2. To join and/or support the Special Friends Program in the school.

The Special Friends Slide Show explains the purpose and scope of the program. The slides show the various activities that have occurred in a recently completed program--a non-handicapped student and a severely handicapped student playing together in a classroom, a group of students going on a field trip, regular education students discussing how they feel about their handicapped peers, etc. The accompanying cassette tape introduces the topics of friendship, possible feelings towards handicapped persons, and the program's basic structure.

Participants (including number and levels of students):

Three levels of the slide show's script are available: lower elementary (K-3), upper elementary (3-6), and secondary (7-12). It should be shown as the first activity to the classes which will be invited to participate in the program. It can also be shown to faculty, staff and parents to inform them about the Special Friends Program and to elicit their support, or to other regular education students to introduce them to the severely handicapped students on campus.

Length of Session: 20 minutes (actual slide show takes about 10 minutes)

Materials/Equipment Needed for Session (including any adaptations):

-Special Friends Slide Show and cassette tape or substitute.
-Slide projector, preferably with remote and automatic focus, and cassette tape player, preferably with built-in synch.
-Activity sheet, "Rules to Remember"--one per student.
-Parental permission slip--one per student.

Any Advanced Preparations Needed for Session:

1. Obtain a copy of the Special Friends Slide Show and cassette tape (see following notes on "How to Make a Slide Show").

2. Add or subtract whatever you think is necessary to the activity sheet, "Rules to Remember", and the parental permission slip and reproduce enough copies for every student.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. <u>Showing Slide Show</u><br><br>Have students view the Special Friends Slide Show and listen to the cassette tape. | Students were delighted when they saw themselves and/or their friends in a slide; got students enthusiastic about joining program. |
| B. <u>Discussing Requirements of the Program</u><br><br>1. Pass out an activity sheet, "Rules to Remember," and a permission slip to every student.<br><br>2. Read each rule aloud, explaining briefly why it is important to follow the rule and answering any questions.<br><br>3. Ask students to have their parents or guardians read and sign the permission slips if the students are interested in joining the program.<br><br>4. Announce when and where the next meeting will be. The interested students should bring the signed permission slips to that meeting and the assignments will then be made. | |

## How To Make a Slide Show

1. Keep in mind the slide show's objective--to show the purpose and scope of the Special Friends Program at your school.

2. Check whether you have clearance, permission from their parents and/or guardians, to photograph the students in the program and include their pictures in a slide show. If not, try to obtain this permission rather than exclude the student(s) involved.

3. Take pictures of a variety of activities and interactions--large groups, small groups, and individuals doing things indoor and outdoors. If possible, include all the eligible students at least once in the slide show. You may want to include a few sets of sequential pictures that show the progress of an activity or interaction. Since the script for the slide show is not very specific, you may take pictures of whatever you think will interest the students and still match the script. There should be about 74 pictures of the students to last the 7 minute length of the cassette tape (including music as well as the narrative).

4. In addition to these slides, you may want to include: (1) a title slide ("Special Friends Program," "Special Friends at (name of school)," etc.), (2) some credit slides (name of photographer and/or producer of slide show, participants in the program, people who have helped the program, etc.), (3) a blank slide following the credits and preceeding the body of the slide show, and (4) a closing slide ("The End," "Pau," etc.). The words for these slides can be written on pieces of paper or the blackboard and then be photographed.

   If the name of the school does not appear in these slides, the school's name should appear somewhere in the slide show to identify which Special Friends Program it is; perhaps it can be a picture of a large sign of the school's name.

5. For every photograph that is well lit and well composed, there may be two others that are not very attractive. Therefore, you should try to take two or three shots of the same scene, and then pick the best one to include in the slide show.

   Some guidelines for a good composition are:
   a. Have only one major subject or center of interest; do not clutter a picture or try to show too many activities.
   b. Keep the background simple; remove any distracting objects or put up a screen to hide them.
   c. Vary the position of the camera, the angles and distances, so that the scenes are not static; include some close-ups and some distant shots, some at eye-level, and some at above or below eye-level, etc. View and shoot a scene from two or three positions and then pick the picture which communicates your message most effectively.

6. The script that accompanies the slides can be read by someone as the slides are being shown, or it can be recorded by someone on a cassette tape, or it can be recorded for you by the Special Education Department at the University of Hawaii. The tape used by the Special Education Department has music from the album Free to Be You and Me. To receive a copy, send a blank tape to the Special Education Department with your request; you must include in your request the statement "we shall use the recording only for program activities at the school and the immediate community, and assure the Hawaii Integration Project that no copies will be made nor will it be used for commercial purposes."

7. The cost of the materials (film, slides, and cassette tape) is about $50.00. However, if you do not wish to make your own slide show, several options are available:

   (1) Write or call the Special Education Department at the University of Hawaii and borrow one of the slide shows that have already been made. While it would probably show another school and unfamiliar students, it will show a Special Friends Program in action.

   (2) Borrow a film from your school district or public library that shows handicapped and nonhandicapped students engaged in integrative activities.

   (3) Show pictures and/or read a book about severely handicapped students and relate it to the students at that specific school.

## Rules to Remember

Thank you for wanting to be a Special Friend. We hope you will have fun and enjoy yourself, but as a Special Friend, you will have the following responsibilities:

1. To visit your special education Special Friend and to attend Special Friends meetings during the scheduled times and days. If you cannot attend, let the teacher in charge know in advance. If you have other committments, such as JPO duty, club meetings, etc., try to re-arrange your schedule now so that you will have enough time to participate in the Special Friends program.

2. Not to carry or lift a special education student. Ask a teacher or aide to move your Special Friend if s/he needs any help.

3. To push a wheelchair slowly and carefully. While pushing a wheelchair, walk--do not run. Be sure that your Special Friend's hands and fingers do not get caught in the wheel's spokes; place his/her hands in his/her lap. Remember that the person sitting in the wheelchair may not be able to break a fall with his/her hands or avoid objects that come too close.

4. Not to feed a special education student.

5. To obey any other rules given by the teacher in charge.

If you have any questions about the Special Friends Program, or the students in the program, please ask the teacher in charge.

Special Friends Program
Permission Slip

Dear Parents:

Your child has expressed interest in becoming a Special Friend. The Special Friends Program focuses upon social interactions between severely handicapped students and nonhandicapped students at (name of school) School so that severely handicapped students can better adjust to a variety of school and community settings and so that nonhandicapped students can better understand their handicapped peers. The program will be conducted under the direction of regular education and special education teachers to insure positive interactions among the students and to help them feel comfortable with one another.

If your child becomes a Special Friend, s/he will play with a severely handicapped student twice a week and attend a program session for regular education students once a week during recess time.

If you agree to your child's participation in the Special Friends Program, please sign and detach the form below and have your child return it to class by (date). If you have any questions about the program, please call me at (phone number).

Sincerely yours,

Teacher's name

---

I, _____, parent of _____, have read the letter explaining the (name of school) Special Friends Program, and I agree to have my child participate in the program.

_____
Parent/Guardian's Signature

_____
Date

SPECIAL FRIENDS PROGRAM
Regular Education Orientation Session #3

Date: _____

Teacher's Name: _____

Topic: When To Be A Special Friend?

Instructional Goals/Objectives: To schedule time for the Special Friends Program

Participants (including number and levels of students):
Secondary (7-12) students

Length of Session: 20 minutes, but in two segments

Physical Setting: Classroom

Materials/Equipment Needed for Session (including any adaptations):

-Chalk and blackboard
-Special Friends Preference Sheet (optional)--one per student
-Index cards--two per student
-Pencils

Any Advanced Preparations Needed for Session;

1. Read the discussion in Chapter 2 on the ratio of regular education students to special education students and on matchings/assignments for them and decide how best to make the assignments.

2. Create a Special Friends Preference Sheet form if students will be allowed to make choices about which rooms, times, and/or days they will meet (see sample) and make enough copies for every student.

3. Have enough index cards for every student.

4. Draw sample of index card and the information needed on that card (see sample).

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Collecting Parental Permission Slips<br>Remind students that they must return the permission slips in order to become a Special Friend. | |
| B. Filling Out Preference Sheet (optional)<br>1. Pass out one preference sheet to every student.<br>2. Read the questions and possible choices aloud, allowing students enough time to ask questions and write down their preferences.<br>3. Collect the preference sheets.<br>4. After the students have been dismissed, circle or write in the teacher, times and days each student will be scheduled for according to the method of distribution previously decided upon. | |
| C. Filling Out Index Cards<br>1. Return each student's preference sheet with his/her schedule clearly marked on that sheet.<br>2. Explain that this will be their schedules for the length of the program. However, if any student is unhappy with his/her schedule after trying it for two weeks, then the student should come and talk with the regular education teacher about other arrangements.<br>3. Remind them that there is a commitment in being a Special Friend--to meet at the scheduled times and let the regular education teacher know if you can't make a meeting.<br>4. Pass out two index cards to each student and ask them to make two copies of their schedule as shown on the blackboard.<br>5. Collect one card for your files and ask the students to keep the other as a reminder. | At first students met with special education students only during scheduled times, but later as they became more comfortable, many regular education students would come to the special education class during other times to play with their friends. |

## Special Friends Preference Sheet

Student's Name _____

Homeroom Teacher _____ Room Number _____

1. Were you a Special Friend before? (circle one) Yes No

   If you were a Special Friend before, which Special Education teacher and room did you visit?

   Special Education Teacher _____ Room Number _____

2. Which Special Education teacher and room would you like to visit this year?

   _____ first choice

   _____ second choice

   If you do not have a preference (or if it is not possible to give you your first or second choice), you will be assigned to where you will be most needed.

   Special Education Teacher _____ Room Number _____

3. When would you like to visit your Special Friend and attend Special Friend meetings? (circle one)

   Morning Recess Afternoon Recess Lunch Break

   On which days? (circle three)

   Monday Tuesday Wednesday Thursday Friday

4. Do you have any other activities (such as JPO duty, club meetings, etc.) to do during those days and times? (circle one) Yes No

   If you do, please list those activities. _____

Special Friend Index Card

Student's Name _____

Homeroom Teacher _____ Room Number _____

Special Education Teacher _____ Room Number _____

Integration Sessions (days and times) _____

Regular Education Teacher _____ Room Number _____

Regular Education Session (days and times) _____

Other Activities _____

SPECIAL FRIENDS PROGRAM
Regular Education Session #1

Date: _____

Teacher's Name: _____

Topic: What is a Disability?

Instructional Goals/Objectives: 1. To experience a disabling condition
2. To discuss how it feels to be disabled

Participants (including number and levels of students);

Upper elementary (4-6) or secondary (7-12) students

Length of session: 20 minutes

Physical setting: Classroom where materials available

Materials/Equipment Needed for Session (including any adaptations):

A wide range of simulations are possible, depending upon what kind of materials are available and in what numbers. If possible, use actual equipment used by many severely handicapped students--wheelchairs, braces, etc. But if such equipment is not readily available, disabilities can be simulated with quite common materials.

Any Advanced Preparations Needed for Session:

1. Create a variety of simulated disabilities and tasks--each pair of students does not have to experience a unique disability, but all pairs should not experience the same disability. Some examples are:

   a. Blindness--a student is blindfolded by his/her partner with a bandage, scarf, etc. and must then pour some water from a pitcher into a paper cup, drink the water, then walk to the wastebasket at the other end of the room and drop the cup into the wastebasket.

   b. Confused sense of direction--a student must write a few three-letter words given by his/her partner, e.g., "hot," "dog," with his non-dominant hand, then with his/her dominant hand, the student must write these words on the paper so that they are correctly reflected in a mirror place on the paper at a right angle in front of the student, thus "hot" would look like "ɥoʇ."

   c. Clumsiness--a student puts on a pair of thick socks on his/her hands and then must string some beads.

   d Balance problems--a student is spun around several times by his/her partner and then must walk a line marked with masking tape.

   e. Limited use of limbs--a student's ankles and knees are tied together with a strap, string, etc. by his/her partner, and then must walk across the room with crutches, sit down on a chair, get up and walk back across the room.

   f. Talking problems--a student's mouth is taped with masking tape by his/her partner and then must talk with his partner, asking and answering questions and carrying on a sustained conversation.

2. Write specific directions for simulating a disability and the tasks that the student must perform on a piece of paper. Avoid writing down the disability, e.g., "clumsiness," or any clues as to how the person should feel; simply state the directions, e.g., "tie ankles and knees together with the pieces of cloth," or "walk to the opposite end of the room." Also, write down a short reminder of what the non-disabled partner's role should be--s/he should mainly be an observer, noting how well his/her partner is able to perform the tasks, what difficulties arise from the disability, etc., Naturally, the partner should not allow the disabled person to injure him/herself, but the partner should allow the disabled person to bump into walls, feel frustrated at not being able to complete a task, etc.

3. Attach the directions to the materials needed and make enough sets of the various simulations so that all students can experience one disability.

4. Write identifying numbers or words on the simulations and write the corresponding numbers or words on pieces of paper to put into a container from which pairs of students will pick their disabilities.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. <u>Simulating Disabilities</u><br>1. Ask students whether they have ever experienced a temporary disability--sprained an ankle and could not walk well, pulled a wisdom tooth and could not talk well, etc. Ask students to try to remember what it is like to itch and not be able to scratch under a cast, to be able to drink only liquids for food, etc.<br>2. Tell students that they are going to experience only a small fraction of some disabilities severely handicapped people have to live with 24 hours a day, every day.<br>3. Divide students into pairs and have each pair pick a number or word which indicate which disability they will experience. Tell the pairs that they are to take turns of about 5 minutes each and about the role of the non-disabled partner.<br>4. Give each pair their simulation or direct them to where the simulations have been placed in the room. | |

| Description of Activities | Assessment of Activities |
|---|---|
| 5. Ask the pairs to read the directions and follow them. Help the pairs who are having difficulties understanding the directions or simulating the disability. | |
| B. <u>Discussing the Disabilities</u> | |
| 1. After all students have experienced one disability, have a discussion about their feelings while experiencing a disability and observing someone experiencing a disability. | |
| Examples: | |
| a. Which of your abilities were limited when you were made disabled? | "couldn't walk too well, confined to wheelchair, couldn't do for myself" |
| b. How did the disability make you feel? | "I was upset, weird, thankful not disabled, frustrated" |
| c. Do you think a person who is disabled ever gets frustrated, bitter? Why? | "yes, hard to do things" |
| d. How do you feel when you see a disabled person managing to do things? | "wow, they try really hard" |

SPECIAL FRIENDS PROGRAM
Regular Education Session #2

Date: _____

Teacher's Name: _____

Topic: How Do We Communicate?

Instructional Goals/Objectives:
1. To be aware that communication can be non-verbal as well as verbal.
2. To give and receive information non-verbally.

Participants (including number and levels of students):

Lower elementary (K-3) students

Length of Session: 20 minutes

Physical Setting: Classroom

Materials/Equipment Needed for Session (including any adaptations):

-Chalk and blackboard

-Sign Language Fun (Random House/Children's Television Workshop) or Handtalk (Remy Charlip, Mary Beth, George Ancona)

-I Have a Sister/My Sister is Deaf (Jeanne Whitehouse Peterson)--optional

Any Advanced Preparations Needed for Session:

1. Decide what feelings you want to portray and practice pantomiming them.
2. Borrow a book on sign language and learn some signs, or invite someone who can sign for the students.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Showing Feelings | |
| 1. Ask students how they can tell when their parents are angry at them. | "tell me, spank me" |
| 2. Ask students to show the different ways a person could tell someone else "I'm mad at you" or "I like you" without using words. | "give stink-eye, move away or turn back on person, ignore person; smile at person, kiss or hug person" |
| 3. Act out some feelings--sad, tired, nervous, frightened, etc.--and ask students to guess what feelings you are trying to communicate. After each feeling is acted out, discuss how students could tell what feeling you were trying to communicate. | sounds made, body positions, facial expressions |

| Description of Activities | Assessment of Activities |
|---|---|
| B. Signing | |
| 1. Explain that people who cannot talk and/or hear often use sign language to communicate. Ask students whether they watch Sesame Street and have seen Linda communicate with signs. | |
| 2. Show students a book on sign language and teach them some simple signs. | |
| C. Reading About A Deaf Girl (optional) | |
| 1. Read I Have a Sister/She is Deaf aloud. This elementary level book describes the relationship and communication between two sisters, one of whom is deaf. | |
| 2. After reading the book, ask students whether they can think of advantages and disadvantages of being deaf. | "can play piano, but cannot hear tune, can't hear wind chimes, but not waken by storm either" |
| D. Communicating with Severely Handicapped Students | |
| 1. Tell students that some of the severely handicapped students they are playing with in the Special Friends Program have difficulties expressing and communicating their feelings. | |
| 2. Write some guidelines for communicating with severely handicapped students on the blackboard and give examples. If possible, let students practice with each other. These guidelines should be appropriate for the specific Special Friends and should facilitate communication without suppressing spontaneous peer interactions. Some possibilities are: | |
| a. Try to make eye contact before you speak. You may touch your Special Friend to get his/her attention, but if he/she doesn't want to look at you, don't force him/her. Just be sure that you are looking at him/her. | |

| Description of Activities | Assessment of Activities |
|---|---|
| b. Don't be silent or afraid to talk because you think that your Special Friend won't understand what you are saying or because he/she doesn't seem to be paying attention to what you are saying. Keep talking even though the conversation is one-sided and remember to use gestures as well as words when you talk about what you're doing, feeling, etc. Many severely handicapped persons understand more than they are able to show you. | "we're going out to the playground; I can't wait for lunch because I love spaghetti" |
| c. If you ask your Special Friend a question, give him/her time to answer. Sometimes it takes a while for him/her to find and speak some words. | |
| d. If your Special Friend doesn't answer your questions verbally, then try to ask your questions in other ways so that he/she doesn't have to speak. Perhaps he/she can just point or smile or simply look at what he/she wants. | it is easier to respond to "point to the toy you want to play with" (showing two toys one at a time) than to "which toy do you want to play with?" |
| e. Don't be discouraged or give up if it takes a while for you to communicate with your Special Friend. | |

SPECIAL FRIENDS PROGRAM
Regular Education Session #3

Date: _____

Teacher's Name: _____

Topic: What is a Prosthesis?

Instructional Goals/Objectives:
1. To name some tools which people use to accomplish a task.
2. To view a prosthesis as a tool.
3. To understand why and how handicapped persons use prostheses.

Participants (including number and levels of students): Lower elementary (K-3) students

Length of Session: 20 minutes

Physical Setting: Classroom where prostheses can be displayed

Materials/Equipment Needed for Session (including any adaptations);

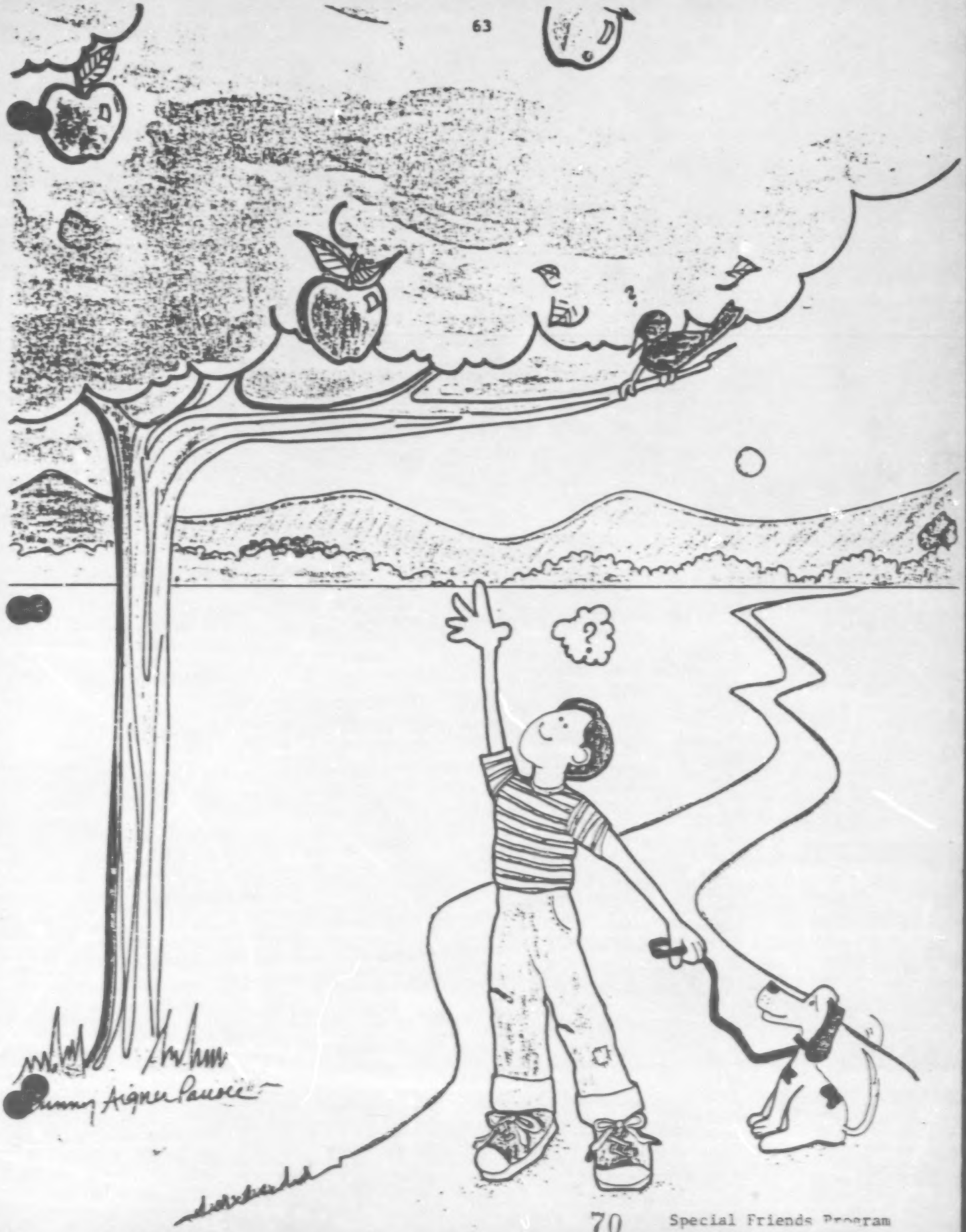
-Picture of boy and apples
-Chalk and blackboard
-Tracy by Nancy Mack (optional)
-Various protheses (wheelchair; head gear, prone board, etc.)

Any Advanced Preparations Needed for Session;

1. Draw a large picture of the boy and apples on the blackboard or reproduce enough copies of the picture so that each child can view the picture.
2. Borrow a copy of the book Tracy from the library (optional).
3. Arrange to have several prostheses on display and gather some information about each of them.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Discussing the Picture | |
| 1. Ask students to name ways the boy could get apples from the tree. Examples: "what is happening in this picture?," "can he reach the apples?," "how can he get an apple?" | "He's trying to get the apple." "Climb ladder, climb tree, have daddy lift him, tie rope on tree and climb up." |
| 2. List the answers given by the students on the blackboard, grouping the answers into two basic categories: (a) using "human" skills or extraordinary human effort such as climbing, jumping, etc. or (b) using tools such as ladder, mango picker, etc. | |

| Description of Activities | Assessment of Activities |
|---|---|
| 3. Explain that (a) without a tool, the boy might not be able to get an apple, and (b) people often need and use tools to get and do things. | |
| B. Reading about Tracy (optional) | |
| 1. Read Tracy aloud. This elementary level book describes a girl with cerebral palsy--her skills and attitudes, her daily activities, and the equipment she uses. | |
| 2. While reading the story, point out the tools Tracy uses and how they help her do things for herself. Ask students whether they do and enjoy similar activities. | |
| 3. After reading the story, ask students how Tracy "got around." | "Wheelchair, bike, arms, crutches" |
| C. Describing Prostheses | |
| 1. Write the word "prosthesis" on the chalkboard and explain that a prosthesis is a tool that a handicapped person needs in order to do something. Without a prosthesis, that person usually has a lot of trouble doing something or might not be able to do it at all. | |
| 2. Show some prostheses and ask students to guess how these tools can help handicapped persons. If possible, allow students to handle the equipment, perhaps even putting them on or getting on them. | Special education students demonstrat how to use equipment; regular education students smiled when special education students were successful. |
| 3. Tell students something about each prosthesis--cost, when and how often it is used, its benefits and liabilities, what can go wrong if it is not handled properly, etc. | |



SPECIAL FRIENDS PROGRAM
Regular Education Session #3

Date: _____

Teacher's Name: _____

Topic: What is a Prosthesis?

Instructional Goals/Objectives:
1. To name some tools which people use to accomplish tasks.
2. To view a prosthesis as a tool.
3. To understand why and how handicapped persons use prostheses.

Participants (including number and levels of students): secondary (7-12) students

Length of Session: 20 minutes

Physical Setting: Classroom where prostheses can be displayed

Materials/Equipment Needed for Session (including any adaptations):

-Four pictures of people using various tools--one per group of 4-6 students
-Chalk and blackboard
-Paper and pencils
-Various prostheses (wheelchair, head gear, prone board, etc.)

Any Advanced Preparations Needed for Session:

1. Find magazine pictures of people using four ordinary tools such as eyeglasses, fins, tractors, etc. Reproduce enough copies of the four pictures so that each group has a set.
2. Arrange to have several prostheses on display and gather some information about each of them.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Discussing Pictures | |
| 1. Divide students into small groups and pass out a set of the pictures to each group. | |
| 2. Ask groups to study the four pictures and list what they have in common. | "people doing something, people using something" |
| 3. Discuss the various lists, focusing on the things the four people are using and why they are using them. Explain that: (a) all four people are using tools, (b) without tools the people might not be able to do what they are doing, and (c) by using tools of some kind, people extend their abilities to do what they want to do. | |

| Description of Activities | Assessment of Activities |
|---|---|
| B. Discussing Transportation Tools (optional) | |
| 1. Ask groups to list tools that may be used to help people move from one place to another: (a) from home to school, (b) from Kailua to Honolulu, (c) from Oahu to Maui, (d) from Hawaii to the mainland, and (e) from Earth or the moon. | |
| 2. Discuss the following questions: | |
| a. How many of you could get from your home to school without using any tools? How come? | "close enough to walk" |
| b. How long do you think it would take a person to jog from Kailua to Honolulu? To ride a bus? To ride a car? | |
| c. How many different ways are there to get from Oahu to Maui? Which way do you prefer? | "airplane, barge, canoe, swim" |
| C. Describing Prostheses | |
| 1. Write the word "prosthesis" on the chalkboard and explain that a prosthesis is a tool that a handicapped person needs in order to do something. Without a prosthesis, that person usually has a lot of trouble doing something or might not be able to do it at all. | |
| 2. Show some prostheses and ask students to guess how these tools can help handicapped persons. If possible, allow students to handle the equipment, perhaps even putting them on or getting on them. | Special education students demonstrated how to use equipment; regular education students smiled when special education students were successful. |
| 3 ell students something about each prosthesis—cost, when and how often it is used, its benefits and liabilities, what can go wrong if it is not handled properly, etc. | |

SPECIAL FRIENDS PROGRAM
Regular Education Session #4

Date: _____

Teacher's Name: _____

Topic: How Can We Play Together?

Instructional Goals/Objectives:

1. To become familiar with some of the materials, activities, and techniques that can be used in the Special Friends Program.
2. To discuss some possible alternatives and adaptations in playing with severely handicapped peers.

Participants (including number and levels of students):

Upper elementary (4-6) or secondary (7-12) students

Length of Session: 20 minutes

Physical Setting: Classroom or playground where materials are available.

Materials/Equipment Needed for Session (including any adaptations):

Most of the materials and activities that may be frequently used by the students during the integration sessions--Lego, ball, records and phonograph, etc.

Any Advanced Preparations Needed for Session:

1. Arrange to have the materials on display.
2. Arrange to have one or more severely handicapped Special Friend present at this session.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Viewing an Interaction | |
| 1. Show the students some of the materials that they can play with during the integration sessions. | Students quite excited about the kinds of variety of toys and games. |
| 2. Ask students if they are unfamiliar with any of the materials and briefly explain how these are generally used. | |

| Description of Activities | Assessment of Activities |
|---|---|
| 3. Interact with a special education student using one of the materials, showing the regular education students how to use physical prompts and verbal cues, how you give any necessary assistance and reinforcements, etc. While the regular education students should not be turned into teacher aides or even be aware of the technical special education terms, they should be familiar with some of the ways they can gain a severely handicapped student's attention, insure and reward appropriate behavior, etc. | Regular education students were a bit surprised at capability of handicapped student and how he played the activity. |
| B. Discussing Adaptations | |
| 1. Show the students a familiar and ordinary object like a ball and ask them how they use it when they play with their friends. | "catch it, hit it" |
| a. If you were throwing this ball to someone in wheelchair who could not easily move to go after it, how would you throw the ball? | "aim for person's lap, go near, get him out of wheelchair and on floor so could roll it to him" |
| b. If a person could not see the ball, how could you change the ball so that he/she would know where the ball was rolling? | "attach bells to ball, put rice in ball, attach string to ball so she could pull it towards her" |

SPECIAL FRIENDS PROGRAM
Regular Education Session #5

Date:_____

Teacher's
Name:_____

Topic: How Does a Disabled Person Live?

Instructional Goals/Objectives: To become aware of a disabled person's daily life--the problems he/she faces and the solutions he/she finds.

Participants (including number and levels of students):

Lower elementary (K-3), upper elementary (4-6) or secondary (7-12) students. The content of the guest's speech and the student's questions will probably vary according to the ages and interests of the students.

If there are only a few Special Friends, you may want to combine with a health or social studies class to have a larger audience and give other students an opportunity to listen to the guest speaker.

Length of Session: 45 minutes (usual class period)

Physical Setting: Classroom suitable for guest speaker and audience

Materials/Equipment Needed for Session (including any adaptations):

-Whatever is requested by guest speaker
-Kids on the Block Puppet Show--optional

Any Advanced Preparations needed for Session:

See "Guidelines for Having a Guest Speaker"

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| The format of the talk should be whatever is most comfortable for the guest speaker. You should, of course, introduce the speaker and give students an opportunity to ask questions they may have. | Students very interested in examining special van with equipment for driver in wheelchair. |
| The Kids on the Block Puppet Show may serve as an alternative if a guest speaker is not available and/or the students feel more comfortable asking puppets questions about various disabilities. Six puppets--Mark, who has | Students enjoyed manipulating puppets themselves. |

| Description of Activities | Assessment of Activities |
| --- | --- |
| cerebral palsy and uses a wheelchair; Ellen Jane, who has Down's Syndrome and is mentally retarded; Manny, who is deaf; Renaldo, who is blind; Melody, who wears glasses; and Brenda, who is overweight--come complete with props, script, and sometimes even puppeteers. For further information about how you can borrow these puppets, contact the U.H. Department of Special Education. | |

## Guidelines for Having a Guest Speaker

1. Inform the Principal of your plans and follow whatever procedures the school has for inviting a guest speaker. Consider whether an honorarium is possible and appropriate.

2. Decide on the size and ages of the audience (whether to have only students in the Special Friends Program or to invite other classes which might benefit from listening to a disabled person speak). Figure out some possible dates and times when all the students can be present.

3. Contact possible organizations to find a disabled person who would be willing to come to the school and talk with the students. Give some information about the Special Friends Program, the objective of the lesson, the ages and interests of the audience, etc. so that these people have a clear idea of what would be involved if they were to say "yes." It may take a letter and several phone calls to agree upon a mutually convenient date and time.

   Be sure to inquire about the speaker's special needs--means of transportation to and from the school and classroom, audio-visual equipment, general format s/he prefers (e.g., formal lecture, informal question-and-answer, etc.), what s/he would like you to say in your introduction, etc. Suggest that the speaker bring some things for the students to see, touch, etc. to hold their attention.

   If more than one speaker is available, you might consider having two people during one session or saving possible speakers for other sessions.

4. Find a classroom suitable for the guest speaker and the audience. Make arrangements for enough chairs, special equipment, etc.

5. A few days before the speaker is scheduled to come, call him/her to confirm the date, time, and location of the school and classroom.

6. If possible, brief the audience in advance. Tell the students why the speaker is coming, have them prepare some questions to ask the speaker, talk about the kinds of behavior you expect when a visitor comes to the school, make leis and perhaps refreshments.

7. After the guest speaker's visit, have all the students write thank-you notes, mentioning specific things they enjoyed about that visit.

SPECIAL FRIENDS PROGRAM
Regular Education Session #6

Date: _____

Teacher's Name: _____

Topic: How Do We View Disabled People?

Instructional Goals/Objectives:

1. To identify some stereotypes of certain groups of people.
2. To examine how disabled people are portrayed in various media.

Participants (including number and levels of students):

Secondary (7-12) students

Length of Session: 20 minutes

Physical Setting: classroom

Materials/Equipment Needed for Session (including any adaptations):

-chalk and blackboard
-activity sheet, "Media Checklist"--one per student
-some ads, newspaper articles, familiar stories, etc. in which disabled persons are present
-Barnes, Berrigan, and Biklen, What's the Difference? (optional)
-Baskin and Harris, Notes from a Different Drummer (A Guide to Juvenile Fiction Portraying the Handicapped) (optional)

Any Advanced Preparations Needed for Session:

1. Find some ads, newspaper articles, familiar stories in which disabled persons are present and bring them to class; think of some examples from t.v. programs and films to discuss in class.

2. Reproduce enough copies of the activity sheet, "Media Checklist," for every student.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| Identifying Stereotypes<br>1. Write the word "stereotypes" on the blackboard and explain that stereotypes are generalizations made about groups of people. | Do not go into lengthy definitions, all students have to be able to do is to name some stereotypes. |

| Description of Activities | Assessment of Activities |
|---|---|
| 2. Write "Girls are ..." on the chalkboard and ask students to complete the sentence with some generalizations made about girls. | "weak, dependent, housewives, mothers, sensitive" |
| 3. Substitute the name of an ethnic group and ask students to complete the sentence with some stereotypes about that ethnic group. | If not handled properly, this can be a very touchy subject, especially if the stereotypes given are negative ones. Point out that very few generalizations can be made about a group because individuals in that group are not the same. At the same time, negative ethnic stereotypes can be related to the negative stereotypes of disabled people and provide an opportunity for students to empathize with disabled people. |
| 4. Substitute "Disabled people" and ask students to complete the sentence with some stereotypes of that group. | "fragile, helpless, hard to live with" |
| Checking out the Media | |
| 1. Hand out a copy of the activity sheet, "Media Checklist," to each student. | |
| 2. Ask each student to examine one work which portrays a disabled person and circle the pertinent traits on the activity sheet. You can either provide the works and have the students do the activity sheet during the session or ask the students to find their own examples and do the activity sheet at home. | Some stereotypes to look for are:<br>1. The disabled as angelic, long-suffering--Tiny Tim in A Christmas Carol, charity drives for disabled.<br>2. The disabled as mean, nasty--various witches in fairy tales, Captain Hook in Peter Pan, Richard III.<br>3. The disabled as incompetent, childlike--Mr. Magoo, Lenny in Of Mice and Men, "Charly."<br>4. The disabled as super competent--"Longstreet," "Ironsides." |
| 3. After the students have completed their activity sheets, have a group discussion about the various works they have examined. Examples:<br>a. Are there many works about disabled people? Why or why not?<br>b. What traits do the disabled people in the stories, t.v. programs, etc. have? What are their physical characteristics? Their personalities?<br>c. How did you feel toward the disabled people portrayed? | For an extensive discussion of this topic, read pp. 57-71 in What's the Difference?" This book also provides an excellent bibliography of books and films about disabled people.<br>"pity, admiration" |

Special Friends Program
Student Activity Sheet

"Media Checklist"

Directions: Find a story, play, fairy tale, poem, magazine or newspaper article, t.v. program, advertisement, etc. in which a disabled person is present. Examine how that person is portrayed by circling the following traits which most accurately describe that person.

Title of Work _____ Author _____

Nature of Disability _____

1. The disabled person is (a) a main character or (b) a minor character

2. The disabled person is (a) the hero or heroine or (b) the villain

3. The disabled person is (a) physically attractive or (b) physically unattractive

4. The disabled person is (a) self-reliant, not unduly helped by others or
   (b) very dependent, always being helped by others

5. The disabled person is (a) respected by others in the work, treated as an equal by them or
   (b) pitied by others in the work, treated as an inferior by them.

What is your attitude towards the disabled person portrayed in this work?

_____

SPECIAL FRIENDS PROGRAM
Regular Education Session #7

Date: _____

Teacher's Name: _____

Topic: What is a Friend?

Instructional Goals/Objectives:
1. To describe some characteristics of friendship.
2. To compare and contrast friendships with nonhandicapped peers and handicapped peers.

Participants (including number and levels of students): Upper elementary (4-7) students

Length of Session: 20 minutes

Physical Setting: Classroom

Materials/Equipment Needed for Session (including any adaptations):

-chalk and blackboard
-drawing paper and crayons
-Special Friends Coloring Book (alternate)--one per student

Any Advanced Preparations Needed for Session:

Obtain enough copies of the Special Friends Coloring Book for every student if using it.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Defining Friendship | |
| 1. Ask students "What is a friend?" Have each student quickly answer the question aloud by quickly completing the sentence, "A friend is someone who..." | "plays with me, works together, shares" |

| Description of Activities | Assessment of Activities |
|---|---|
| B. Comparing Friendships | |
| 1. Ask students to think about their best friends and their Special Friends. Then have students draw two pictures--one of themselves and their best friends doing something, and one of themselves and their Special Friends doing something. | |
| 2. After they have finished drawing their pictures, ask them to describe their pictures. Discuss whether they do similar things with both friends, whether they feel differently when they are with their Special Friends. | "feel sorry for handicapped people<br>mean people tease people who are handicapped" |
| C. Reading the "Special Friends Coloring Book" (alternative) | |
| 1. Read the "Special Friends Coloring Book" aloud while the students follow silently. | |
| 2. Have students return to page 5 and draw a friend. | |
| 3. Ask students to quickly answer the question "What is a friend?" by completing the sentence, "A friend is someone who..." | |
| 4. Discuss the similarities and differences between their friendships with non-handicapped peers and handicapped peers. Examples: "What nice feelings do you get from both friends?" How are your feelings for your Special Friend different from your feelings for your other friends?" | "feel more comfortable with other friends, able to help Special Friend more" |
| D. Drawing a Friendship Tree (alternative) | |
| 1. Introduce the concept by saying something like, "Trees and friendships are two things that grow. Just as there are different kinds of trees, there are different kinds of friendships." | |
| 2. Have students draw the various parts of a friendship tree and write appropriate descriptive words on the various parts of the tree:<br>roots of friendships--why we have and need friends<br>trunk of friendships--why we like and continue friendships | |

| Description of Activities | Assessment of Activities |
|---|---|
| branches of friendships--different types of friendships, various activities we do with different friends | |
| 3. Discuss the similarities and differences between their friendships with nonhandicapped peers and handicapped peers. Examples: "What nice feelings do you get from both friends?" "How are your feelings for your Special Friend different from your feelings for your other friends?" | "feel more comfortable with other friends, able to help Special Friend more" |

SPECIAL FRIENDS PROGRAM
Regular Education Session #7

Date: _____

Teacher's Name: _____

Topic: What is a Friend?

Instructional Goals/Objectives:
1. To describe some characteristics of friendship.
2. To compare and contrast friendships with nonhandicapped peers and handicapped peers.

Participants (including number and levels of students): Intermediate (7-9) or high school (10-12) students

Length of Session: 20 minutes

Physical Setting: Classroom

Materials/Equipment Needed for Session (including any adaptations);

-chalk and blackboard
-activity sheet, "Friends"--one per student
-pencils

Any Advanced Preparations Needed for Session:

Reproduce enough copies of the activity sheet, "Friends," for every student.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Defining Friendship | |
| 1. Ask students to quickly answer the question, "What is a friend?" by completing the sentence "A friend is someone who..." | "cares, shares, lives next door to me" |
| 2. Record their answers on the chalkboard | |
| B. Comparing Friendships | |
| 1. Ask students to focus on two of their friends, one who is nonhandicapped and the severely handicapped Special Friend they have been with the most. | |

| Description of Activities | Assessment of Activities |
|---|---|
| 2. Ask students to fill in the activity sheet, "Friends," completing the sentences with information about their friendships with those two specific friends. (The teacher may want to substitute more appropriate questions, depending upon the students involved.) | |
| 3. After they have filled in the activity sheet, discuss the similarities and differences between friendships with non-handicapped peers and friendships with handicapped peers. Examples: "What nice feelings do you get from both friends?" "How are your feelings for your Special Friend different from your feelings for your other friends?" | "feel good, can help Special Friend more" |

SPECIAL FRIENDS PROGRAM
Activity Sheet

Friends

Directions: Pick two of your friends--a regular education student you know well and a special education student you know well. Then complete the following sentences with information about your friendships with those two specific friends.

| | My Friend | My Special Friend |
|---|---|---|
| 1. My friend and I play ... together. | | |
| 2. My friend likes me when I ... | | |
| 3. I like the way my friend ... | | |
| 4. If I teased my friend, s/he would feel ... | | |
| 5. If my friend broke my prized possession, I would ... | | |
| 6. We are friends because ... | | |

SPECIAL FRIENDS PROGRAM

Regular Education Session #8

Date: _____

Teacher's Name: _____

Topic: Why Integration?

Instructional Goals/Objectives:

1. To identify some benefits of the Special Friends Program to regular education students and to special education students.
2. To compare and contrast the benefits and problems of integration.

Participants (including number and levels of students):

Upper elementary (4-6) or secondary (7-12) students

Length of Session: 20 minutes

Physical Setting: Classroom

Materials/Equipment Needed for Session (including any adaptations):

-paper and pencils

Any Advanced Preparations Needed for Session:

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| 1. Divide students into small groups.<br><br>2. Ask students to imagine that they are writing a letter to a friend on the mainland and describing the Special Friends Program. Ask students to list some benefits of the program, what they are getting out of being a Special Friend.<br><br>3. Have groups read their lists aloud to the rest of the students and note whether the groups mention any common benefits. | |

| Description of Activities | Assessment of Activities |
|---|---|
| 4. Ask students whether they think their severely handicapped Special Friends are benefiting also. Possible questions:<br>a. Do they seem to be enjoying themselves? How can you tell?<br>b. Have they changed since the beginning of the interactions with you? In what ways? | |
| <u>Comparing Pros and Cons of Integration</u> | |
| 1. Explain that there is a law, P.L. 94-142, that says that all handicapped persons are entitled to a free and appropriate education in the least restrictive environment possible. This means that their severely handicapped Special Friends should be with regular education students as much as possible. | |
| 2. Ask students to imagine what it would be like if severely handicapped students were in their classrooms, cafeteria, playground, etc. | |
| 3. Have each group list some positive things that might happen if severely handicapped students and regular education students were mixed up and some negative things that might happen. | "meet more people, mess up table" |
| 4. Discuss the pros and cons of integration. | |

SPECIAL FRIENDS PROGRAM
Follow-Up Regular Education Session

Date: _____

Teacher's Name: _____

Topic: Any Changes?

Instructional Goals/Objectives: To determine whether there has been a positive change in attitude towards severely handicapped students

The Acceptance Scale was used by the Hawaii Integration Project to evaluate the effectiveness of the Special Friends Program in changing regular education students' attitudes toward severely handicapped students. If this survey was used as a pre-test, then it should now be used as a post-test.

The Friendship Survey was developed as a more informal and optional survey of the regular education students' attitudes. It provides an individualized and personalized view of the impact made on each child by the program. This survey is given only after students have participated in the program for about a semester, and it compare the students' attitudes toward their severely handicapped Special Friends with their attitudes towards their best friends and their primary caregivers.

While we realize that these surveys present an increase work load for the teacher, we feel that there should be some kind of pre- and post-test to help document change.

Participants (including number and levels of students):

Lower elementary (K-3), upper elementary (4-6) and secondary (7-12) can use the same form of the Friendship Survey if the questions are read to the younger children and their verbal answers recorded by the teacher. The Acceptance Scale has three levels and two versions (see Regular Education Orientation Session #1).

Length of Sessions: 30 minutes

Physical Setting: Classroom

Materials/Equipment Needed for Session (including any adaptations):

- -The Acceptance Scale or a substitute which measures the attitudes of non-handicapped persons toward handicapped persons--one per student
- -The Friendship Survey (optional)--one set per student
- -pencils

Any Advanced Preparations Needed for Session:

1. Reproduce enough copies of whatever survey(s) will be used for every student.
2. Follow the procedures given on pages 43-44 for the Acceptance Scale.

| Description of Activities | Assessment of Activities (students' reactions, teacher's observations and suggestions for improvement, etc.) |
|---|---|
| A. Administering the Acceptance Scale<br>1. Pass out a copy of the survey and a pencil to every student.<br>2. Read the instructions aloud while the students follow silently. Answer whatever questions they may have about the survey.<br>3. Allow students enough time to complete their surveys and then collect them all.<br>B. Administering the Friendship Survey (optional)<br>1. Pass out a set (three sheets) to every student.<br>2. Read aloud the directions on each sheet, pausing after each time to give students an opportunity to fill in the names of their Special Friends, best friends, and caregivers.<br>3. Then have the students go back and complete the three sentences on each sheet.<br>C. Scoring the Acceptance Scale<br>Score the surveys according to the directions given in the Scoring Key.<br>D. Comparing Scores<br>1. Check whether the pre and post scores on the Acceptance Scale differ, and if they do, by how much. If there is a difference, then the students' changing attitudes towards severely handicapped persons may be the result of the program.<br>2. Check the similarities and differences in the students' answers on the Friendship Survey. | |

FRIENDSHIP SURVEY

Name: _____

Date: _____

Person Described: Special Friend

Directions: In the three blanks below write the name of the special education Special Friend you have been with the most. Then complete the following statements.

1. I like _____ because

2. My favorite thing to do with _____ is

3. When I am with _____, I feel

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FRIENDSHIP SURVEY

Name: _____

Date: _____

Person Described: Primary Caregiver

Directions: In the three blanks below write in the name of the person who takes care of you the most at home (mother, grandmother, older brother, etc.). Then complete the following statements.

1. I like _____ because

2. My favorite thing to do with _____ is

3. When I am with _____, I feel

FRIENDSHIP SURVEY

Name: _____

Date: _____

Person Described: Best Friend

Directions: In the three blanks below write the name of your best friend. Then complete the following statements.

1. I like _____ because

2. My favorite thing to do with _____ is

3. When I am with _____, I feel

## Chapter 4

## Social Performance Objectives for Severely Handicapped Students

An important function of the Special Friends Program is to provide a positive and natural context for the development of social competence by severely handicapped students. As in other program areas such as motor, language, self-help, etc., specific goals and objectives as well as systematic instructional procedures must be individually designed for each severely handicapped student's social performance needs. Chapter 1 has already summarized the importance of social skills for severely handicapped learners. Given the expectation that severely handicapped persons are being prepared--not for segregated and isolated environments--to attend school, live, work and play in integrated community settings, acquiring the various social skills associated with these "normalized" patterns of behavior and interaction are crucial now and throughout that person's lifespan. Learning social skills allows an individual to access environments, situations and relationships which are themselves associated with obtaining valuable primary and social reinforcers as well as the acquisition of new skills. Nearly every task which we perform also requires mastery of certain social behaviors. For example, self-help involves knowing how to put clothes onto the body as well as selecting clothes which are warm or cool depending upon the day's weather, but also involves selecting clothes which are "appropriate" for a planned social situation. Learning the social skills expected for workers on a particular job will be as important to successful employment as knowing the actual job skills themselves. Failure to follow certain social "rules" and disruptive social behaviors have been consistently related to community and job placement failures (Gaylord-Ross, 1980; Renzaglia & Bates, 1983).

Perhaps most important of all, learning the social performance demands of a play interaction with another person allows for the development of positive social relationships-friendships. Friendships are not only important in their own right but are associated with the presence of a support system in stressful situations, personal satisfaction and pleasure, and provide a context in which skills in non-social areas such as language, leisure, and motor skills can be developed. An important function of the Special Friends Program is to provide a positive and natural context for severely handicapped students to develop social competence.

Perspectives

Traditionally, social skills have been a neglected area in curriculum for severely handicapped children and youth. Discussion of "social competence" typically refer to the social skills needs of severely handicapped learners as a dichotomous set of isolated target behaviors, some of which are to be increased and others which need to be decreased. Special educators are told that promoting social competence involves teaching severely handicapped students skills such as how to greet their teachers and peers, and decreasing behaviors such as aggression and self-stimulation (cf. Renzaglia & Bates, 1983). Similarly, individualized social goals and objectives could be increasing some behaviors and decreasing others, with each approach seen as being an equally meritorious way to develop social competence. Renzaglia and Bates (1983) emphasize that educators do not seem to have a theory of social competence which might guide curriculum development and programs. Currently there does not exist a systematic hierarchy or complex of social skills organized into a social performance curriculum model which teachers could use as a guide in goal selection and programming.

McFall (1982) presents an alternative model of social skills, in which

he emphasizes that any behavior can be analyzed in terms of its social implications. Persons who are judged to be socially competent by others in a particular situation, which may or may not involve interactions with another person, are evaluated according to social rules which apply to that situation even though a person cannot always articulate the governing rules. Thus it is critical that a comprehensive view of social performance not only describe expected behavioral outcomes but focus upon the context and content of those social rules which govern outcomes. In other words, social skills are viewed as a combination of making crucial discriminations and emitting or withholding of certain behaviors based upon those discriminations.

It is also important to note that social skills overlap with performance in every other skill area: Whenever a person is engaged in any task, s/he is expected to follow the social rules for that context. Thus a self-help skill such as self-feeding at the dinner table also calls for a display of appropriate related social skills such as passing the serving dishes to others, not "talking with one's mouth full," discussing pleasantries and avoiding unpleasant topics, etc. If a person rides a bus to work, for example, s/he must also exhibit special forms of reserved friendliness appropriate to stranger interactions in public; one sits alone rather than next to a stranger, for instance, as long as pairs of empty seats are available, and one does not generally greet other bus riders.

Neel (personal communication) emphasizes that social skills are "embedded" within human behavior, and thus may be best taught within each sequence of non-social skills as part of task performances. One could perhaps begin by mapping the expected "social" behaviors for each of these non-social tasks and activities in a student's IEP (Neel, 1981). While this approach may be extremely functional in teaching the student appropriate responses for each of those well-rehearsed behavior chains included in his/her educational

program, the approach is still fragmented and would require instruction in each and every behavioral sequence. What is needed is a set of maximally generalizable social skills across various social environments--a social performance repertoire for the many, far more likely non-instructional and non-routine situations in a person's lifetime.

A Social Performance Curriculum Component

The social performance model introduced here is an effort to comprehensively program for an optimum set of social skills needed for the full range of environments, situations, and interactions which can be expected to occur in integrated community settings. This approach to social performance does not view social skills as a dichotomous set of "good" (teach those) and "bad" (get rid of those) behaviors. Instead, a skill acquisition perspective to social competence forms the basis of the asocial curriculum component: the situational and environmental social performance demands which are likely to confront a severely handicapped learner (or any individual) in integrated current and future community settings have been analyzed in terms of the discriminations which must be mastered for each demand. Individualized objectives for each situational variation would be selected for a severely handicapped learner based upon a combination of an ecological inventory (Brown et al, 1979), an assessment of the individual's current behavior skills, and an estimate of which activity or response variation would offer maximum use in multiple situations and across time.

Excess behavior, therefore, is viewed as a source of information on the learner's current repertoire of functional strategies used to satisfy needs and express preferences. Knowing how a child accomplishes certain functions in given situations provides the teacher with valuable information on what is important to that child as well as what his/her existing

behavioral skills are like. These are not considered to be target behaviors which should be incorporated into an IEP, however. Instead, a student's IEP should consist of positive, functional skills for that student in given situations. In cases where a child uses excess behavior to perform a certain function, an alternative positive social behavior perhaps should be a priority over another unrelated social skill objective (Voeltz, Evans, Derer, & Hanashiro, in press). In any event, the approach is to teach new, social performance skills to prepare the student to be maximally independent and able to function in current and future, integrated community environments.

The Social Performance Curriculum outlined briefly here[1] consists of three major components that assist teachers to comprehensively assess and plan for social skills development in their students. These components are: (1) major situation types, (2) critical features of situation type, and (3) skill needs of situations (See Figure 4.1). There are eight major situation types delineated that require adherence to a set of social rules which are somehow communicated and acquired by persons judged to be socially competent by others. One may conceptualize these situation types as those ranging from intensive to extensive interactions. Intensive interactions are more interpersonal and private, while extensive interactions occur in a more public domain. (See Table 4.1)

Thus walking along the sidewalk at a shopping mall requires the utilization of various social rules regarding the display of certain social responses, depending upon certain characteristics of the environment, the situation, and the other person(s) who may happen to be present. Walking with a best friend is a friendship interaction, and one can engage in familiar and friendly social responses with that person. Note, however, that

[1] Readers who are interested in more detail beyond the information presented in this Chapter should refer to Voeltz and Kishi (in preparation).

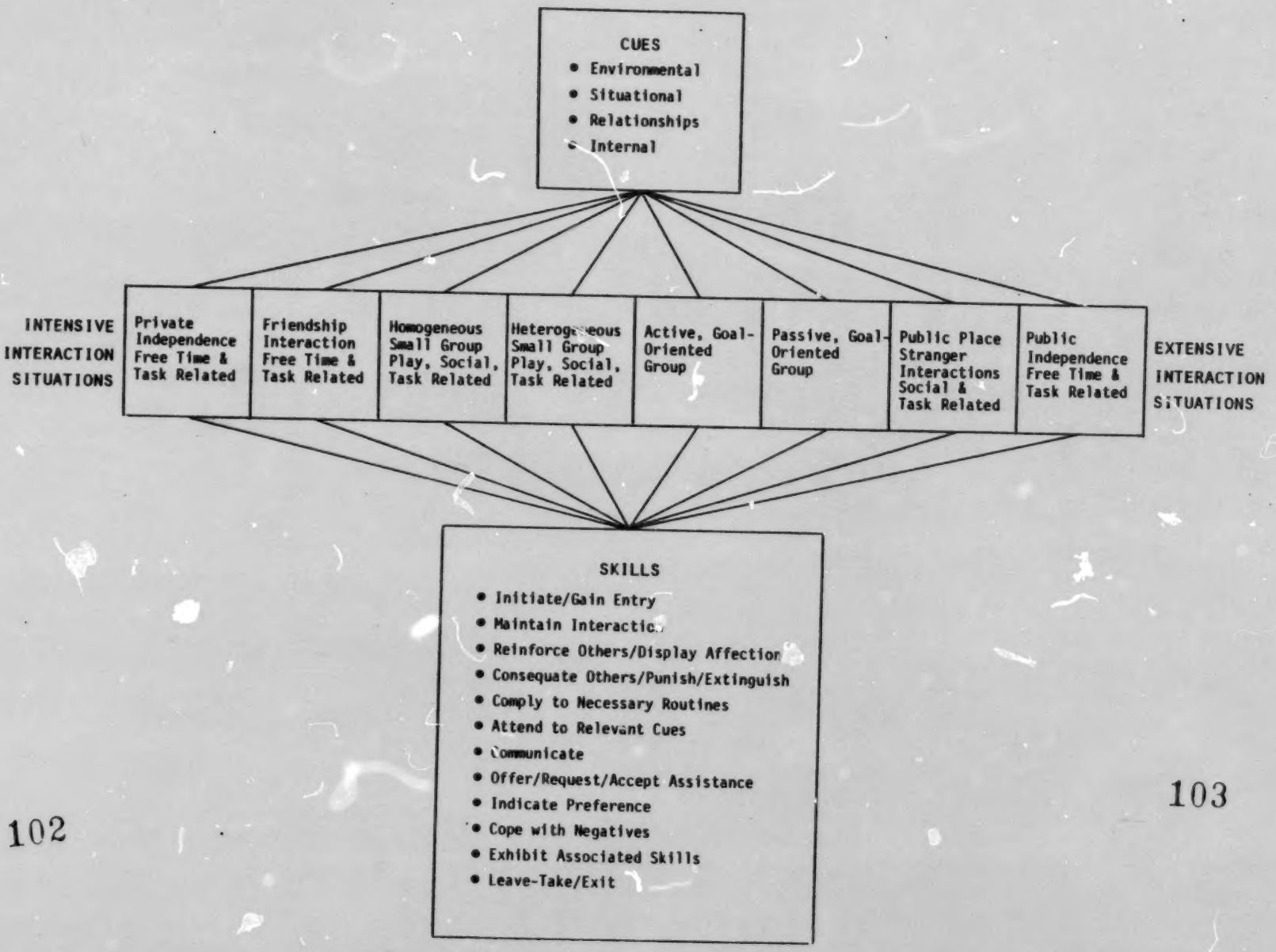
CUES
• Environmental
• Situational
• Relationships
• Internal
INTENSIVE INTERACTION SITUATIONS
Private Independence Free Time & Task Related
Friendship Interaction Free Time & Task Related
Homogeneous Small Group Play, Social, Task Related
Heterogeneous Small Group Play, Social, Task Related
Active, Goal-Oriented Group
Passive, Goal-Oriented Group
Public Place Stranger Interactions Social & Task Related
Public Independence Free Time & Task Related
EXTENSIVE INTERACTION SITUATIONS
SKILLS
• Initiate/Gain Entry
• Maintain Interaction
• Reinforce Others/Display Affection
• Consequate Others/Punish/Extinguish
• Comply to Necessary Routines
• Attend to Relevant Cues
• Communicate
• Offer/Request/Accept Assistance
• Indicate Preference
• Cope with Negatives
• Exhibit Associated Skills
• Leave-Take/Exit

Figure 4.1

TABLE 4.1

Major Social Performance Situations and Examples[a]

| Situation Type[b] | Examples of Situation Type |
|---|---|
| Private Independence Free Time and Task Related | Playing Pac Man on a home video computer (no one else is at home); watching television alone; repairing a leak in the ceiling |
| Friendship Interaction Free Time and Task Related | Playing Pac Man with a best friend; eating dinner with one's spouse; arguing with a close friend; going swimming with a lover |
| Homogeneous Small Group: Play, Social, Task Related | Attending a slumber party of four sixth grade peers; three close friends looking together for an apartment to rent; discussing a problem with two close colleagues |
| Heterogeneous Small Group: Play, Social, Task Related | Mother with son and daughter going to the movies together; older sister, friend and younger sister going to store together; children from different classes talking at recess |
| Active, Goal-Oriented Group | Playing soccer; playing baseball; working on road construction with a road crew; learning regrouping in third grade math class lesson |
| Passive, Goal-Oriented Group | Watching a movie at the theater; attending a football game; attending a Broadway play or opera at the Met |
| Public Place Stranger Interactions: Social and Task Related | Helping a small child who has dropped a package on the bus; asking the grocery clerk where to find the milk; asking the bus driver for a transfer; ignoring loud shouting from a motorist on the street |
| Public Independence Free Time and Task Related | Walking through the supermarket shopping for groceries; taking the bus to work; jogging along a jogger's path in the park; waiting for a plane at the airport |

[a] from Voeltz and Kishi (in preparation)

[b] The situation types listed here and in Figure 2 are arranged from intensive (at the top in this table) to extensive (at the bottom) interactions. Intensive suggests closer interactions or adherence to social rules over which the individual performer has a great deal of control regarding what is acceptable behavior and what is not. Extensive suggests more "distant" interactions where the individual performer follows a set of social rules which are usually more rigid and assumed to be less forgiving; these rules are almost identically applied to every person in that environment with some allowances for variables such as age. For example, nearly everyone will ask the bus driver for a transfer in exactly the same way--an extensive interaction. On the other hand, conversations between best friends--an intensive interaction--differ markedly from dyad to dyad.

the situations are not mutually exclusive: the "best friend" example just given is somewhat constrained by the "free time independence in public" situation type. The full range of intimate behaviors ordinarily permitted in that close friendship would not generally be appropriate in the public arena of a shopping center as they would be in a more private context. Also, another set of social rules dictates expected behavior toward strangers who also happen to be present at the mall. A variation of those "stranger" rules would apply to interactions with a clerk in one of the stores.

Every situation type presents a person with a set of stimuli or features to which s/he must respond appropriately (See Table 4.2). These features require that certain discriminations be made by the social performer. Voeltz and Kishi (in preparation) categorize the features into the following groups: environmental, situational, relationships, and internal cues. A student, for example, should view the playground (environmental cue) at recess time (situational cue) as stimuli that should signal an appropriate time and setting for play activities. Conversely, watching a movie (situational cue) with strangers (relationship cue) would set the occasion for more quiet, attentive behaviors.

The basic core of social responses exhibited in all of the situation types can be organized into 12 major skill needs (See Table 4.3). With rare exception, each of the listed responses is at times needed for each situation, but the exact nature of the response will differ based upon that situation. Therefore, discrimination training will be as important as teaching the actual social skill responses. For example, in almost every play situation a student will need to enter or initiate an interaction. In certain instances this may require that the student initiate a play activity with friends by approaching them on the playground and asking if they would like to play ball. In another setting such as a public arcade with

TABLE 4.2

Description of Situation Features and Examples.[a]

| Major Features of Situation | Description (Examples) |
|---|---|
| Environmental Cues: | |
| Place/Setting | Physical surroundings in which the interaction occurs (swimming pool, park, kitchen) |
| Materials | Objects manipulated or in contact during the interaction (video game, card game, bus fare) |
| Situational Cues: | |
| Event | Occurrence or happening which may impact the interaction or provide the context in which responses are to occur (soccer game, dramatic play, argument) |
| Goal-Oriented Task | A complex of behavior leading to an end result; behavior of participants is expected to accomplish a specific purpose (taking the bus to intended destination, winning a basketball game, marriage proposal) |
| Time | Temporal elements/restrictions (weekends, lunch break, evening) |
| Relationship Cues: | |
| Stranger | Unfamiliar person, not an acquaintance (other shoppers at shopping center, riders on the bus, children in another grade at school) |
| Nonpersonal Significant | Person who is not an acquaintance but who occupies a role through which information/services may be acquired or sought; interactions with this person are part of the specific social context (police officer, cashier at supermarket, principal of school) |
| Personal Significant | Person known to individual, an acquaintance or intimate friend (family member, classmate, lover, best friend) |
| Internal Cues: | |
| Personal Interest | Whether or not the situation or activity reflects a personal preference or nonpreferred event/interaction, based upon previous experiences, etc. (a preference, person may enjoy a Broadway play but not a football game) |
| Physiological Need | Internal/intrinsic desire or impulse which may not be related to obvious external stimulus event (turning on the radio, stretching, yawning) |

[a] from Voeltz and Kishi (Note 6).

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TABLE 4.3

Definitions and Examples of Major Skill Needs[a]

| Major Skill Need | Definition (Examples) |
|---|---|
| Initiate/Gain Entry | Behavior which allows a person to gain access to interaction, either to initiate an interaction to enter one which in already underway; to begin or start an event/exchange (joining a game of kickball, starting a conversation with a classmate, inquiring regarding the cost of a ticket to a movie) |
| Maintain Interaction | Behavior which allows the interaction, activities, and/or event to continue (tolerate noise at a school assembly, taking one's turn in a game) |
| Reinforce Others/ Display Affection | Provide others with positive feedback which is rewarding to them (smiles, verbal/social reinforcement, hug) |
| Consequate Others/ Punish/Extinguish | Provide others with feedback which indicates that their response was inappropriate, unpleasant, etc., and which extinguishes such behavior (telling another to stop teasing, turning away from a group, ignoring obscene and aggressive remarks by passing motorist) |
| Comply to Necessary Routines | Adhere to minimal "rules" of a particular context, follows routines of given situation (passing ball to next person, standing in line at checkout counter in supermarket, waiting until it is one's turn in card game) |
| Attend to Relevant Cues | Behavior which enables person to discriminate/delineate stimuli critical to that situation and thus respond in appropriate manner (orient to visual display of video game, localize sounds, watch when ball comes within reach) |
| Communicate | Verbal (vocal or non-vocal) and/or gestural behavior which makes needs known to others, sharing of information and feelings with others (looks toward desired toy, pounds on door to go out, talking on the telephone with a friend) |
| Offer/Request/Accept Assistance | Behavior which provides assistance or instruction to another person, asking for help when needed, accepting help from another person when needed (tolerate being physically guided through a response, asks mom to tie shoelaces, picks up package for a child on the bus) |
| Indicate Preference | Behavior which allows person to make a choice/decision from among alternatives available or presented by others (pointing to favorite ice cream flavor in store, select Space Invaders from video games) |
| Cope with Negatives | When presented with a negative consequence for previous response or difficulty in effecting needs or intent, can exhibit alternate strategy to continue an interaction or complete a task (find another toy if first choice is broken, go to another movie if first choice is sold out) |
| Exhibit Associated Skills (Non-Social) | Engage in the non-social skills necessary to the interaction situation, i.e., those skills which may be exhibited in social context but are considered to be in another domain such as motor, cognitive, language, etc. (move arm to push ball to peer, run to participate in relay race, keep score in pinball game) |
| Leave-Take/Exit | Behavior to terminate or withdraw from an interaction situation, cease participation in an activity when appropriate, desired, etc. (wave bye-bye, turn off toy, say good-bye and hang up the telephone, tell a peer that you must leave because you have an appointment) |

[a]from Voeltz and Kishi (in preparation).



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electronic games, it would be inappropriate for the youngster to approach strangers. Thus, in this situation, initiating a play activity would require that the student learn how to activate a machine by inserting coins and pushing certain buttons, and continue this activity independently.

Classroom Programming for Social Skills Development

Teachers can accomplish social skills training for severely handicapped students through existing procedures and structures. Most teachers, for example, already translate IEP goals and objectives into some form of daily written instructional plans, and social skills programming can easily be incorporated into this system. This section will present an example, utilizing a social performance curricular framework for social skills development, and taking a specific social skill need through the IEP development process, including assessment, programming and evaluation.

Assessment

There are a number of comprehensive assessment-diagnostic scales and tests that include sections on socio-emotional development and one may want to administer these to gain information on the functioning level of each student. Oftentimes, though, these instruments are developmentally derived and sequenced and do not yield useful information on the social skills needed by a student to function in age-appropriate, integrated settings. For example, a 14-year-old student may be judged to be performing at a 12-month level on a developmental scale, yet he is attending a junior high school where it is necessary to be able to participate at large school-wide assemblies, engage in appropriate leisure activities during recess, and attend school dances. Knowing that he tests at the "12-month level" does not give the teacher information which is particularly helpful in planning for the student's participation in these situations.

Teachers, then, should supplement the information gained through formal instruments with direct observations of student behavior in actual social situations present at the student's school, home, and community environments. One systematic manner in which to collect and organize these observations is through a discrepancy analysis (Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenwald, 1979). This involves: (1) determining the community environments and activities in which a student needs to participate; (2) delineating the sequence of skills necessary to function in the environment and perform the activities; (3) observing the student in the actual environment performing the sequence; and (4) determining the training needs by noting the variance between optimal performance to participate and the student's performance level on that activity.

It is also useful to note what compensatory strategies, adaptive and prosthetic devices, assistance from nonhandicapped persons, and other such accommodations could be utilized by a particular student in order for that person to be able to maximally participate in integrated community environments. Perhaps, for instance, a student is not able to sit unsupported but through the use of a special seat which offers support s/he can ride on the swing set on the school playground without help from an adult.

Within the context of the Social Performance Curriculum, the situations in which students will need to access and function in are listed in Table 4.1. The major skill needs and the controlling stimuli are also listed in Tables 4.2 and 4.3. Child-specific information is thus gained by selecting an appropriate activity to meet the major situation need, analyzing the major features (discriminative stimuli) of the situation, and determining the most appropriate manner in which a child can demonstrate each major skill need in order to engage in the activity.

To illustrate the process: Lani is a seven year old severely multiply

handicapped youngster who spends most of the recess period sitting by herself and engaging in body-rocking and finger-flicking. Her parents and teacher feel that it would be very beneficial to Lani if she learned to interact with others in play activities during free time such as recess. It has also been noted that Lani seems to enjoy music and auditory activities. The teacher and parents decide that Lani would benefit from learning to interact in heterogeneous small group play activities, and that an appropriate activity to accomplish this is to teach her to play "Musical Flute" with peers. Lani's IEP would thus contain an objective to work on playing with the "Musical Flute" during recess periods with her peers. A discrepancy analysis is conducted and reveals that in order for Lani to accomplish the objective, she needs to be able to:

1) initiate the activity by wheeling herself to the group;
2) maintain interactions by being able to press the keys of the flute;
3) reinforce her peers by smiling, nodding, and making eye contact;
4) consequate others by ignoring any interruptions;
5) comply to routines by taking turns with group members;
6) attend to the task by orienting to the flute;
7) communicate her needs by signing "want play";
8) offer and accept assistance by being able to tolerate physical assistance by other persons;
9) indicate preferences by pointing to the flute when asked to make a choice;
10) cope with negative feedback by making alternate choices when her first choice is not available;
11) demonstrate associated, non-social skills such as motor ability to activate flute; and
12) leave and/or exit from the situation by waving "bye".

Further assessment of Lani by actually having her perform the sequence reveals that she is able to perform some of the steps independently, would

Table 4.4

Student: Lani

Situation: Heterogeneous Small Groups: Plan/Social

Activity: "Musical Flute" during Special Friends recess period

Goal: Develop interactive play skills

Objective: During recess periods with regular education peers, Lani will initiate, sustain, and exit from a play activity

| Skill Needs | Skill Sequence | Performance Assessment | Training Decision |
|---|---|---|---|
| Initiate | Approach others by moving wheelchair to group. | Looks at group but does not approach. Able to push wheelchair short distances but does not move to target group. | Train skill |
| Maintain | Press keys to activate flute | Inconsistent; difficulty keeping flute stabilized | Environmental adaptation: Tape flute onto board |
| Reinforce | Smiles, nods, eye contact with other children | Watches others, makes eye contact, does not smile or nod at others | Reinforce occurences of smiling, nodding, eye contact |
| Consequate | Ignores interruptions | Yes | --- |
| Comply | Takes turns with other group members | Continues to play with flute when turn is over | Others to terminate Lani's turn by signing "my turn" and removing toy from her |
| Attend | Orients to flute and watches other children's play | Yes | --- |
| Communicate | Signs "Want to play" and "My turn" | Signs "play" for teacher when shown toys but not to peers during play periods | Train signs to context of situation |
| Accept help | Tolerates physical assistance to reach toy | Yes | --- |
| Indicate Preference | Points to flute when asked to make choice | Does not make response when asked, "What do you want?" | Train skill |
| Cope with Negatives | Makes other choice when game is not available | Does not indicate alternative choices | Train skill |
| Associated Skills | Motor behavior to activate flute; language behavior to communicate with other children | Yes | --- |
| Exit | Waves bye when other children leave | Does not acknowledge others leaving situation | Train skill |



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be able to accomplish others if there were adaptations or additional prompts, and is unable to perform others (See Table 4.4). By completing such an analysis, the teacher can identify a training sequence, as well as identify those items for training is not needed. Other steps may require various forms of direct intervention and environmental manipulations. It is important to note that because of the emphasis on natural context and functional skill training in the Social Performance Curriculum, teachers must adhere as much as possible to the delineated sequence in structuring training sessions. In other words, a specific skill such as exhibiting leave-taking by "waving bye" should not be instructed in mass trial sessions out of the context of the play situation. This would be a less "powerful" instructional strategy than teaching the same skill as part of the skill sequence. There are definite advantages to "teaching" Lani this leave-taking skill in the natural context of interactions with her peers. Nonhandicapped peers are available to provide Lani with far more "trials" throughout a normal day than the teacher could ever do him/herself. And learning to take leave in the appropriate natural context will result in an already "generalized" social skill!

Program Implementation

Additionally, several other modifications to traditional programming procedures may be necessary. Some of these considerations include:

1) Distributed vs. mass trials-- Having opportunities to practice social skills throughout the day is preferable to scheduling a set period aside each morning to work on the social skill objective.

2) Loose training-- By spacing trials throughout the day and taking advantage of naturally occurring events, students will be required to attend to and respond to many different context cues and stimuli. This type of exposure and training procedure will probably assist the student's generalization of the social skill to other situations.

3) Natural consequences-- Responses to student performances on social skill objectives should be kept as natural as possible. Thus a student who learns to roll a ball to a peer should be reinforced

with the ball returning to him/her and accompanying social praise and attention rather than a consummable, for example.

4) Skill cluster programming-- Because the expression of social skills is often dependent upon or demonstrated in conjunction with other skills, teachers also need to plan and arrange for activities which will incorporate a multitude of objectives in a given situation. A finger painting session, for example, can be used to have a child parctice standing balance (motor), gesturing for paint (communication), and taking turns (social). (See Holvoet, Guess, Mulligan, & Brown, 1980).

5) Partial participation-- Not all youngsters will be able to perform all steps in a given task initially. However, this is not reason enough to exclude them from the activity. Accommodations and adaptations within all activities can be made so that each student can at least partially participate in every activity. For instance, a student may not be physically able to activate a toy but once it is turned on, can play with it independently; thus, having someone assist him/her to start the activity will allow the person to participate in an activity s/he may otherwise not have access to. (See Baumgart, Brown, Pumpian, Nisbet, Ford, Sweet, Ranieri, Hansen, & Schroeder, 1982).

Because it is felt that the training of social skills should, to the maximum extent possible, occur in the natural environment under the control of naturally occurring cues and stimuli, evaluation of student performance will logically involve observing the resulting effects of the child's behavior on the environment rather than artificial, arbitrarily determine criteria standards. Mastery of a social skill objective occurs when the child can obtain desired consequence of a behavior. A student is considered to have mastered "opening toy box to initiate play activity" when s/he is able to remove a toy from the toy box and begin to engage in a play activity at appropriate times, not when s/he is able to open the toy box in response to a verbal command 3 out of 5 times for 3 consecutive days.

Teaching Social Skills in the Context of Peer Interactions

The Special Friends Program gives teachers an excellent opportunity to implement social skills programs for children. Once a child's social goal has been identified, a skill sequence developed, and the student's performance level delineated, the teacher can begin to implement the program. To

continue with our example:

Lani's teacher decides that the most opportune time to teach this sequence is during the joint Special Friends recess periods. In order for this activity to be truly a learning opportunity, the teacher notes what instructional strategies will be utilized to assist Lani to perform each skill in the sequence. Because this particular goal involves learning to play with peers, the teacher decides that it is highly desirable to have most of the response under the control of peer responses, and that it would be important to keep teacher interventions as unobtrusive as possible. The instructional procedures thus selected for Lani would include modeling and recuing prompts delivered by peers (and not an adult) supplmented by physical guidance from the teacher. (See Table 4.5). The teacher also decides that the following environmental adaptations are necessary:

- the flute is to be taped down onto a piece of board to make it easier for Lani to activate it.
- the activity will occur in the uncarpeted part of the room where it is possible for Lani to wheel her chair independently.
- the regular education students will sign "me play" before each of their turns as part of the game.

At the beginning of each Special Friends recess period, Lani would thus be positioned close to the activity and expected (taught) to wheel herself to the table. As the appropriate opportunity arose to take turns or sign "want play", for example, the teacher would assist Lani in performing each skill. When the activity ended, Lani would be required to wave bye to her peers.

As with all other programs, the teacher would record Lani's performance on each of the steps. Mastery of specific skills in the sequence would indicate that instruction of that skill is no longer necessary or that a more complex, or <u>more</u> normalized skill may be more appropriate. For example, instead of merely pointing to a toy to indicate a choice, Lani now may be

Table 4.5

P = Physical prompt
V = Verbal prompt
O = No
X = No opportunity

| Skill Needs | Skill Sequence | Cues | Instructional Procedure | Effect | Evaluation |
|---|---|---|---|---|---|
| Initiate | Approach others by moving wheelchair to the group | Recess bell rings/ group of students by table | Place Lani with 2 feet of table with activity. Upon start of activity, assist her to wheel herself to the group. Increase distance to 5 feet, 10 feet, etc. as performance improves. | Reaches group of others playing | |
| Communicate | Signs "Want play" and "My turn" | Sees toy and peers playing | Physical assistance through sign when appropriate; others to model signs when their turn | Receives toy, given turn to play | |
| Maintain | Presses keys to activate flute | "Musical Flute" | | "Flute" emits sounds | |
| Reinforce | Smiles, nods, eye contact | Smiles, nods, eye contact by peers | Reinforce (praise, attention) Lani when responses occur | Others smile back | |
| [illegible]equate | Ignores interruption | | | Activity continues | |
| Comply | Takes turns with others | Peers signing "My turn" | | Activity continues | |
| Attend | Orients to flute and watches others | Peers playing with "Musical Flute" | Direct Lani's attention to "Flute" when she is not attending by pointing to toy and saying, "Look." | Sees others playing | |
| Accepts help | Tolerates physical assistance to reach toy | | | Receives toy | |
| Indicate Preference | Points to flute when asked to make choice | Asked, "What do you want?" Array of toys | Physically assist Lani to point to the "flute" when shown toys and asked to make a choice | "Flute" is given to her | |
| Cope with Negatives | Makes other choice when game is not available | Told toy not available/Asked, "What do you want?" Array of toys | | Received alternative toy/game | |
| Exit | Waves bye when other children leave | Children standing, putting toys away, waving bye, standing by door/recess bell rings | | Others waving goodbye | |







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required to produce a sign (label) for it. Or Lani may no longer need to be positioned close to the play area in order to wheel herself to the group but is now able to recognize the start of the activity by her peers and will wheel herself to the group from any location in the room.

# Chapter 5

## Integrated Activities

Within the school community there are a variety of programs which can include integrated activities for students from regular classes and their severely handicapped peers. Many programs already occur in both regular and special education classes, though separately and in different settings. If such shared programs can be identified, the teachers can design integrated activities that continue to meet the educational goals of both regular and special education students. Thus, developing integrated programs for regular and severely handicapped students does not require adding activities to students' educational programs. Instead, existing programs are analyzed to expand options for achieving existing goals in integrated and more natural learning environments.

The purpose of this chapter is to:

1. Provide guidelines for both regular and special education teachers to use when developing and implementing integrated activities;
2. Identify all educational programs in the school which students in regular and special education classes might share;
3. Provide guidelines for school personnel in identifying present interaction patterns among individuals in the school community;
4. Show how to reevaluate a student's educational program and determine if objectives are being met in the least restrictive environment;
5. Provide one approach to developing integrated activities;
6. Present sample integrated activities in the areas of physical education, quiet-time, music, art, food and parties, and field trips.

Guidelines for Developing Integrated Activities

There are several important guidelines to follow when developing any integrated activity involving students from both regular education and severely handicapped classes:

1. Integrated activities should involve pairings or groups of handicapped and nonhandicapped children who are within a similar chronological age range;
2. Activities should be age-appropriate, and of potential interest and value to each student who is involved;
3. If integrated activities are to occur, regular and special education teachers must cooperate with one another and develop mutually beneficial working relationships. These working relationships can develop most naturally when regular and special education teachers already interact with one another on a daily basis, such as in the teacher's lounge, at lunch, in meetings, by serving on committees together, participating in after school events, etc. These working relationships are difficult to develop when regular and special education teachers seldom interact either professionally or socially in the school setting, e.g., as when faculty meetings are held separately for regular and special education teachers. Integration should become a school purpose, not just a goal for children;
4. Teachers should plan to periodically observe the children's interactions during integrated activities; putting regular and special education students together in a shared activity is not an end in itself. The quality of the interactions is extremely

important. Observations provide the teacher with information that slight changes are needed to make the interactions more rewarding for the students, and give the teacher an opportunity to offer additional "cues" in an unobtrusive manner. For example, perhaps a regular education student needs to be told that "Tom can do that by himself if you give him just an extra minute," or does not recognize a sign or gesture by his/her handicapped peer which the teacher can explain;

5. Educational programs and school activities should occur in the least restrictive environment, that is, the most natural and integrated learning environment available within or outside the school community. For example, if a severely handicapped pupil's educational program includes objectives relating to eating skills, the severely handicapped classroom would not be a least restrictive instructional setting to practice these skills. Rather than eating lunch in the classroom, the severely handicapped child should be instructed in eating skills in the natural and integrated learning environment available in the school for that particular activity: the cafeteria.

Also, if a social studies objective for second grade students is to communicate effectively with others, the most restrictive learning environment for that skill would be the second grade class with only second grade peers. The least restrictive environment would involve the variety of social interactions available in the school setting and the community, including those with same-age, older and younger peers, adults, and handicapped as well as nonhandicapped persons.

6. Integrated and natural learning environments should occur simultaneously to be considered the least restrictive setting. That is, "parallel" and separate grouping and instructional arrangements within a shared environment do not provide students with access to integrated and natural learning opportunities. If a severely handicapped student eats lunch in the cafeteria (the most natural learning environment) but sits at a separate table from his nonhandicapped peers with only other severely handicapped pupils--or even at a completely different time than his nonhandicapped peers--the criterion of a least restrictive environment has not been met. His environment is still segregated. If severely handicapped children share their recess period time with regular education peers but recess is always held in the special education classroom, the children do not have access to a least restrictive learning environment.

Throughout this chapter, then, the term "least restrictive setting" refers to both the most integrated and most natural learning environment occurring simultaneously.

Programs in the School Community

Educational programs offered to students in regular education at the elementary level typically include the various subjects and activities listed in Table 5.1. Table 5.2 lists the regular education programs typically available at the secondary level. Special education programs for students enrolled in classes designed to meet the needs of severe handicapping conditions include a number of shared activities (see Tables 5.1 and 5.2). When comparing regular and special education programs, in fact, there seem to be more potentially overlapping areas than those which are clearly

Table 5.1
School Community Programs Frequently Available
To Regular and Special Education Students
at the Elementary Level

| Regular Education Programs | Special Education Programs |
|---|---|
| ____ Language Arts | ____ Self Care |
| ____ Mathematics | ____ Language |
| ____ Social Studies | ____ Communications |
| ____ Science | ____ Prevocational/Vocational |
| ____ Library | ____ Library |
| ____ Art | ____ Art |
| ____ Music | ____ Music |
| ____ Physical Education | ____ Physical Education |
| ____ Guidance and Counseling | ____ Guidance and Counseling |
| ____ Recess | ____ Recess |
| ____ Lunch | ____ Lunch |
| ____ Assemblies | ____ Assemblies |
| ____ Special Events (e.g. field trips) | ____ Special Events |
| ____ Other: | ____ Other: |

Table 5.2

School Community Programs Frequently Available
to Regular and Special Education Students
at the Secondary Level

| Regular Education Programs | Special Education Programs |
|---|---|
| ____ Social Studies | ____ Self Care |
| ____ English | ____ Vocational Education |
| ____ History | ____ Communications |
| ____ Civics | ____ Social Studies |
| ____ Science | ____ Language |
| ____ Physical Education | ____ Physical Education |
| ____ Vocational Education | ____ Vocational Education |
| ____ Industrial Arts | ____ Industrial Arts |
| ____ Home Economics | ____ Functional Academics |
| ____ Sports | ____ Language |
| ____ Clubs | ____ Clubs |
| ____ Lunch | ____ Lunch |
| ____ Art Music | ____ Sports |
| ____ Music | ____ Music |
| ____ Assemblies | ____ Art |
| ____ Guidance and Counseling | ____ Assemblies |
| ____ Languages | ____ Guidance and Counseling |
| ____ Speech | ____ Home Economics |
| ____ Drama | ____ Mobility |
| ____ Typing | |
| ____ Electives | |

so distinctive or specialized as to require separate instruction and social grouping arrangements; this is particularly true at the elementary level. In addition, titles of programs may not match, but often certain objectives from regular and special education programs within those programs do. For example, listening skills may be taught in regular education language arts programs, while these skills are instructed in communication or language programs in special education classes. Differences between overlapping programs and objectives within programs tends to occur in how and where these programs occur, and not in intent. Variations in how and where the programs are conducted can be made without changing or diminishing the original objectives for the children's skill development.

The overall goal of education is to prepare individuals for maximum participation and independence in the adult community. Educational programs in regular and special education should reflect this "criterion of ultimate functioning"(Brown, Nietupski, & Hamre-Nietupski, 1976). While the specific skill requirements of various adult environments can vary almost infinitely and different individuals possess a variety of skills which both overlap and do not overlap with the skills exhibited by others, there is one characteristic of ultimate environments which is universally shared. A major feature of domestic, vocational, leisure and community environments is that they involve a variety of heterogeneous social interactions. Adults are not grouped according to functioning level, age, sex, or socioeconomic status for many if not most of their eventual interactions with other individuals throughout their lifetime. They must function in a variety of social roles with persons who are "different" from themselves: as parents to their children, as consumers in stores, as both supervisors and supervisees in the workplace, as strangers in public settings, as spouses to husbands and

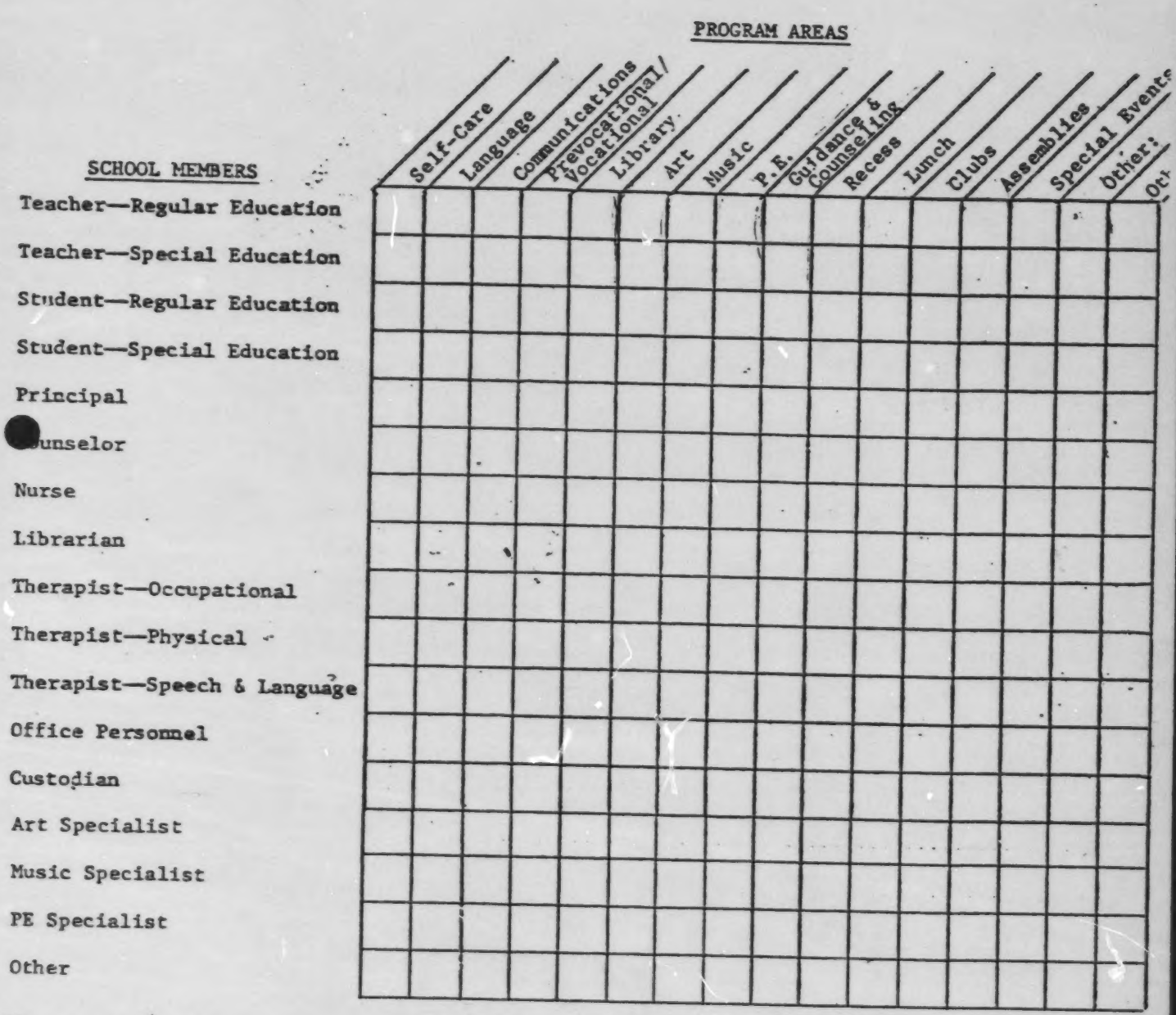
wives, and as friends with a variety of "peers" of varying ages and interests. By providing opportunities for heterogeneous social interactions--such as those occurring in the Special Friends Program and in integrated school activities and programs--teachers can help students develop the social skills needed for eventual maximum participation and independence in this range of role expectations presented by adult environments.

Individuals in the School Community

The school community is comprised of a rather diverse group of individuals with respect to age, roles, race, culture, ethnic background, life experiences, etc. Thus, the school community provides students with an opportunity to learn to interact with many different individuals. If students learn to interact with all individuals within the school community, the likelihood that they can interact effectively in the community at large is greatly increased. On the other hand, if students are exposed to only limited experiences within their school community (e.g., they interact only with other first graders, only with the children in their own class), many opportunities for learning are missed, and transition to the larger community which includes an even greater diversity of people and roles will potentially be even more difficult.

By using the Interactions Checklist (see Figure 5.1 for a sample checklist for elementary age special education students), teachers can assess the extent to which a student is now being provided with opportunities to interact with others in the school community. As Figure 5.1 illustrates, this checklist should include all individuals who are members of a school community in terms of their roles, and the list should be modified to reflect those actually available at your particular setting. The teacher fills out the appropriate Interactions Checklist for each

Figure 5.1
Interactions Checklist*
Special Education Students
Elementary Level




*Interactions defined as communication between individuals that is more than a greeting (nod, hello, etc.) and which occur on a regular (i.e., daily or weekly) basis.



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student in the class. It is also helpful to complete a "summary" checklist for the entire class.

In completing the checklist, mark a check in the box(es) for each program area by school member if the student interacts on a regular basis (daily or weekly, as appropriate) for that program area. If interactions occur with a school member only occasionally (i.e., not systematically), then do not check the box. Once the checklist is completed, the teacher has a general picture of the kinds and numbers of interactions available to each student on a regular basis. This information provides a beginning assessment--as well as an ongoing evaluation--of the extent to which interactions are being planned, developed, implemented and are actually occurring for students in regular and special education classes. (Blank Interactions Checklists for both elementary and secondary, regular and special education students are provided in Appendix B ).

## Process for Identifying the Least Restrictive Learning Environment for All Students in the School Community

In order to provide a quality educational program for students, then, teachers must evaluate the extent to which the student's educational program is occurring in least restrictive learning environments. This is true for both special and regular education pupils. The steps discussed below provide the teacher with a systematic approach to evaluate a student's educational programs, and develop options that allow the student to learn program objectives in least restrictive environments. There are five steps involved in this approach:

STEP 1: Identifying the Objective. One objective or cluster of objectives is identified from one instructional area in the student's educational program.

STEP 2: Expanding the Objective. The objective is expanded by defining who, when, where, how and with whom the objective is learned.

STEP 3: Generating Options. Each area defined in Step 2 is reviewed, and options are generated based on the criterion of the least restrictive setting (the most natural and integrated learning environment).

STEP 4: Evaluating Options. Options are evaluated by considering factors that make it difficult (hinder) or easy (help) to implement that particular option.

STEP 5: Making a Decision. In the last step, the teacher decides which option allows the student(s) to learn an objective or cluster of objectives in the most effective, efficient and least restrictive setting. Implementation of options is based on the information obtained in Steps 1-4.

The next section will present an example followed in detail through each of the five steps, and a summary of the example is provided in Table 5.3.

STEP 1: Identifying the Objective

Tom is a student who attends a neighborhood public school and is assigned to a classroom for severely multiply handicapped students. Tom's teacher fills out the Interactions Checklist and observes that the only learning setting planned for Tom throughout his entire program is the special education classroom. In addition, the teacher observes that Tom interacts with peers in regular education classes twice a week but at no other times. Therefore, any instructional area could be selected for modification and, in fact, all objectives within the educational program need to be reviewed if the criterion of providing learning in the least restrictive environment is to be achieved. This does not mean that the

Table 5.3

Summary of Example for Tom

Step 1. Identifying the Objective: Five objectives under eating skills are selected. One objective is "Tom will choose which item in his lunch he wants to eat before each bite by 'nodding' during lunch."

Step 2. Expanding the Objective(s):

What: Eating Skills (5)
Who: Tom
Where: SVH classroom at round table
With Whom: 2 aides and 3 SVH students
How: Tom receives assistance eating lunch from 1 aide
When: 11:30 a.m. - 12:00 p.m.

Step 3. Generating Options:

Who and What: Remain the same
Where: Tom can eat lunch in the school cafeteria
With Whom: Tom can eat lunch at table with peers (regular and SVH)
When: Tom's peers eat lunch at 11:45 a.m. - 12:05 p.m.

Step 4. Evaluating Options: Identified Hinders and Helps in changing where with whom and when Tom eats lunch.

| Hinders | Helps |
|---|---|
| a. Tom is bothered by loud noises. | a. The lunch schedule can easily be rearranged. |
| b. Tom is an untidy eater. | b. Tom's regular education peers walk by the SVH class on the way to lunch so pushing assistance could be arranged. |
| c. The aide who assists Tom at lunch also assist Susan. | c. Tom's seating assignment can be arranged by talking with the other regular education teachers. |
| d. Regular students might be turned off because Tom needs assistance eating. | |

Hinders and Helps are discussed and if necessary, solutions found.

Step 5. Making a Decision: The decision is made to begin a transitional program to acclimate Tom to noisy environments immediately, to change his lunch schedule to match his peers' lunch time, Susan will go to lunch with Tom and the aide, and Tom will begin eating lunch in the cafeteria as soon as possible (not later than 1 month from today).

goal is to move all learning to environments outside of the special education classroom into settings with regular education peers. Such a change in the location of the program would be a goal, however, if the criterion of least restrictive learning can be met while also meeting the educational needs of the children involved. Accomplishing such changes may not be easy given our long history of meeting children's educational and social needs in segregated environments and situations. Nevertheless, such changes should be initiated wherever they are indicated.

Tom's teacher identifies the program of self-care and more specifically the objective of improvement in eating skills. There are five specific objectives under eating skills in Tom's IEP, one of which is "the student will choose which item in his lunch he wants to eat before each bite by 'nodding' during lunch." The other objectives also relate to how the student eats lunch (sitting appropriately, etc.). Tom needs one-to-one assistance during eating because of severe spasticity and the presence of an assymetric tonic neck reflex which now prevents him from feeding himself.

STEP 2. Expanding the Objective(s)

The teacher then expands upon the objectives defined under eating skills, separately or together. For the example, one of the five eating skills will be reviewed:

What: Eating Skills--(1) Tom will choose which item in his lunch he wants to eat before each bite by 'nodding' during lunch or snack time.

Who: Tom.

Where: Special Education classroom at round table.

With Whom: Two educational assistants and three other special education students.

How: Tom receives assistance eating lunch from 1 aide.

When: 11:30 a.m. to 12:00 noon

STEP 3. Generating Options

In this step, each area listed in step 2 is reviewed to determine additional options that are least restrictive.

Who and What: The who and what probably will not change, although the who in this example (Tom) could become "all members of the class." Thus, the key areas are where, with whom, and when. If these areas do not presently provide a least restrictive learning environment, then options must be developed.

Where: Lunch is a program which is shared by all students, teachers, and other school personnel within the school community (Table 5.1). Further, lunch is offered in the school cafeteria to all students (regular and special education). The option of eating in the lunch room would allow Tom to eat in the most natural and potentially in an integrated setting, provided the "with whom" is defined as integrated.

With Whom: Eating in the school cafeteria can be an integrated situation if Tom is seated with other children (both regular and special education), and not at a separate table with only his special education classmates.

When: The teacher reviews the school lunch schedule and finds that Tom's chronological-age peers eat lunch at 11:45 a.m. to 12:15 p.m., younger students eat at 11:15 a.m. to 11:45 a.m., and older children eat at 12:15 p.m. to 12:45 p.m. Thus, if Tom is to eat with his peers, the schedule for his class would

need to be revised according to this schedule. Since lunch schedules are announced at the beginning of each school year, the teacher simply arranges for his/her classroom to eat lunch at the same time that same-age peers will be in the cafeteria.

STEP 4. Evaluating Options

Each option generated in Step 3 for where, with whom and when is evaluated by considering those factors which may help or hinder the desired changes. Frequently, change(s) in a student's program will not occur because an unidentified or overgeneralized hindrance prevents the needed program change. For example, a teacher states that it is too difficult to send Tom to the cafeteria for lunch. If the teacher specifies precisely what those difficulties are, s/he may be able to identify solutions to each difficulty. In addition, identifying factors which will facilitate (help) the change in where and with whom Tom eats lunch is also important.

Step 4 requires the teacher to list all factors s/he can think of that may make implementation of the desired changes in where, with whom, and when either difficult (hinders) or easy (helps) to attain. Tom's teacher has done this for our example, and a summary of the helps and hinders to the options generated in Step 3 is provided in Table 5.3. The teacher then considers the hinder list and the item(s) that s/he feels would most likely present the most difficulty for allowing Tom to eat lunch in the cafeteria. For example, the teacher decides that items 4, 3 and 1--in that order--might prevent Tom from being able to eat in the cafeteria. Ultimately, the teacher must consider the consequences of each item generated on the hinders and helps list, and arrive at a professional decision which meets the obligation of providing the best possible education for his/her

students in the least restrictive learning environment. Table 5.4 summarizes considerations which might be useful when reviewing each item from the hinders and helps list.

To consider each item then:

Item d: The teacher thinks that "Regular education children might be turned off because Tom needs assistance eating." This is an attitudinal consideration. It is not uncommon for special education teachers to be quite cautious as to how others will react to their severely handicapped pupils. Will regular education students be repulsed by Tom's eating habits or needs, and should both regular education students and Tom be protected from these reactions to one another? Overprotecting students can prevent individuals from learning from one another and acquiring new skills and attitudes. In addition, by preventing the opportunity for this interaction, the children are even denied the opportunity to make a decision for themselves by not being exposed to the situation. Children do not necessarily share adult attitudes, and they generally adjust easily to other individuals in a variety of circumstances if given the opportunity and support. The teacher should recognize that his/her attitude may not be that of the students, and should not restrict opportunties to learn and to increase interaction opportunities based upon hypothesized reactions and feelings.

Item c: "The aide who assists Tom at lunch also assists Susan" can be viewed as a procedural concern. The teacher could solve this problem in at least two different ways. One way would be for Susan to go with Tom to the cafeteria to eat lunch. Another way would be to obtain other support personnel or volunteers to assist Tom in the lunchroom if the aide is needed in the classroom for other reasons and cannot go with him. Procedural

Table 5.4

Considerations for Evaluating Options

| Consideration | Definition |
|---|---|
| Attitudinal | A concern which stems from a teacher's (or other school personnel) attitude about a person, place or thing that could prevent school staff from allowing handicapped students to participate in activities |
| Procedural | A concern which requires a change in materials, methods, assistance (persons) or other logistical features of the environment |
| Physical | A concern regarding a medical restriction presented by a student's handicapping condition, or a concern regarding physical accessibility. |
| Programmatic | A concern regarding accessibility to a specific program which currently excludes students with disabilities from participation |

problems tend to be easier to solve than attitudinal ones.

Item a: "Tom is bothered by loud noises" can be considered a physical reaction concern that personnally affects Tom. However, Tom's doctor has not recommended excluding Tom from noisy environments for physical or psychological reasons. Students who are restricted to quieter environments (e.g., special education classrooms in comparison to regular education classrooms) will obviously react to the change in noise level presented by the variety of environments frequented by regular education children at school. These transitions to noisier environments can easily be arranged. If, on the other hand, the transition is not made, the teacher's decision to not access a noisy cafeteria has far-reaching consequences for the severely handicapped pupil. This same reasoning denies the student access to assemblies, music classes, playground and most community activities involving groups such as carnivals, restaurants, churches, shopping centers, etc. One could argue that transitions are time consuming, a lower priority than other needs, etc. Nevertheless, the teacher must be aware that by not making these transitions, the student is being prepared for only the most restrictive environment.

By reviewing each item on this "hinders and helps" list, a clearer picture of those specific changes needed is provided to the teacher and other school personnel.

STEP 5: Making a Decision

The teacher reaches this step with in-depth information about the student, problems, personal feelings and needs, etc. A decision should now be obvious as well as the steps needed to implement that decision. In our example, the teacher decides that a transitional program to acclimate

Tom to noisy environments should begin immediately: his lunch schedule will be changed to match that of his peers, Susan will go to lunch in the cafeteria with Tom and the aide, and Tom will begin eating lunch in the cafeteria as soon as possible (i.e., no later than one month from today).

This five step process allows the teacher to identify objectives within the student's program, analyze the objectives, generate and evaluate options, and reach a decision that insures a student will receive his/her educational program in the least restrictive setting.

This process applies to both regular and special education teachers. Regular education teachers must be equally concerned with providing learning experiences for their pupils in the most natural and integrated learning environment. A prime example is provided by regular education program objectives such as "develops basic skills for effective communication with others," as we discussed earlier. If a student is to achieve such a goal, then realistically s/he must learn to communicate with all individuals within the school community. Likewise, an objective such as "develops a continually growing philosophy that reflects responsibility to self as well as to others" should not be limited to only certain "others," such as only nonhandicapped peers. Children should demonstrate this objective with regard to <u>all</u> others in the school community, including their severely handicapped peers. Thus, regular education teachers may also identify program objectives for their pupils (e.g., in social studies units) where they can apply these five steps to insure that their students are learning in the most natural and integrated learning environment.

## Specific Integrated Activities

Once educational programs are provided for regular and special education students in the least restrictive learning environment, specific activities should be identified to insure full participation of severely handicapped and regular education children. The purpose of any activity is to allow all students to participate as fully as possible in an enjoyable, interesting, age-appropriate manner. Therefore, when planning integrative activities, the teacher should insure that a child's handicapping condition does not prevent his/her participation in the activity. For example, a severely handicapped five-year-old child who uses a wheelchair for mobility may be included in "story hour" with her nonhandicapped, kindergarten peers. If, however, the teacher asks the children to indicate which of several stories she should read aloud to them by having them "vote" by standing up as she displays each book, the handicapped child's disability is unnecessarily being allowed to interfere with participation. The teacher could instead ask the children to raise their hands, and be careful to allow plenty of time for a physically disabled child to complete this motion along with his/her peer group. In some cases, the handicapped child may require the assistance of a nonhandicapped peer in order to participate in the activity. For example, if a physical activity requires running, then a nonhandicapped peer could act as "pusher" so that a child who uses a wheelchair can be included in the activity.

When selecting activities for severely handicapped and regular education students, the following suggestions may be helpful:

1. Approach activities with the idea that there are many different ways to participate in an activity, and that all students <u>can</u> be participating members of the group. Students, teachers, aides, etc., should

be encouraged to create alternatives so that all students will be able to participate. We have found that regular education children are extremely creative and helpful in generating useful and positive ideas which will allow their severely handicapped peers to access environments and activities. Ask for their help!

2. Activities selected for integrated groups should meet the following criteria:

   a. Involve children who are "peers," i.e., who fall within a similar chronological age range;

   b. Consider the age-appropriateness of an activity. This is a chronological—not developmental or "mental age"--consideration. Age-appropriateness is essential to insure that the activity will be enjoyable and interesting to all students, both handicapped and nonhandicapped. This is, of course, a general consideration which we should apply to all program efforts on behalf of severely handicapped individuals; it is de-humanizing for teenagers and young adults, for example, to be expected to play with children's toys because we have failed to locate an age-appropriate leisure activity;

   c. Be flexible. Although all activities can be adapted so that severely handicapped students can participate, there are many materials and activities which naturally present flexible skill demands while still meeting criteria such as age-appropriateness (for some specific suggestions in the leisure domain, see Wuerch & Voeltz, 1982);

   d. Allow for partial participation. This refers to an arrangement whereby each person in the activity can participate according to his/her own ability level (see Chapter 4 for more details). For

example, in an art activity which requires pasting, a severely multiply handicapped student can participate by patting down the pasted paper after another student puts the paste on it and positions the paper in place.

In the remainder of this chapter, we have included activities used successfully with groups of disabled and non-disabled students of different ages. Other activities, such as those found in arts and crafts books, outdoor game books, etc., can easily be adapted by keeping the criteria discussed above in mind. In fact, the teachers and students at each particular school environment are best qualified to devise integrated activities appropriate to that setting, limited only by their imagination.

ASSESSMENT PROCEDURES FOR INTEGRATIVE ACTIVITIES FOR ELEMENTARY CHILDREN

A. Observe and assess disabled children

1. Ambulatory or nonambulatory?

2. If ambulatory, assess locomotor skills. Can these skills be used in isolated activities only or can the child transfer performance to low-organized games?

   a. Walk

   b. Run

   c. Hop

   d. Jump

   e. Leap

   f. Slide

   g. Gallop

3. Assess object propulsion or ball handling skills. Can these skills be used in isolated activities alone or can the child transfer his/her performance to low-organized games.

   a. Throwing

   b. Catching

   c. Kicking

   d. Dribbling

4. Assess communication skills.

   a. Does the child understand spoken language? If so, how much?

   b. What communication skills does s/he have? Is s/he verbal?

   c. Does the child sign or understand signs? Teach the words which are most often used in physical education and recreational settings: ball, under, over, throw, catch, run,

walk, stop, hop, jump, toilet, fast, go, come, good, wrong, watch, understand, yes, no, left, right, what, again, ready, up, down, basket, hold, kick, music, etc.

5. Reinforcers. These may differ with each child.
   a. Positive - What activity/reward can be used to motivate the child to enter into the activities?
   b. Negative - Avoid activities/events which may cause a negative reaction to the situation.
6. Identify specific behavioral problems and management techniques as they may differ with each child. For example, if a child continually runs off or is destructive to certain toys or equipment, what is the best method of intervention for this particular child? Do not assume that one technique or method will be successful with all children.

B. Observe and assess regular education children.
   1. What are the general skill levels of that age group?
      a. Locomotor skills.
         1) Walk
         2) Run
         3) Hop
         4) Jump
         5) Leap
         6) Slide
         7) Gallop
      b. Object propulsion or ball handling skills.
         1) Throwing
         2) Catching
         3) Kicking

4) Dribbling

2. What activities does the child enjoy?

   a. Organized games

   b. Games

   c. Physical fitness activities

   d. Aquatics

   e. Movement education

   f. Rhythm/music/dance

3. How is his/her program organized?

   a. Meet with staff and present cooperative attitude

   b. How will our activities fit in? Some change is fine for everyone, but not too much during early integrative activities. Allow everyone time to adjust.

C. Miscellaneous recommendations.

1. The extent of assessment and teaching depends on the nature of the integrative activities. If the activities continue on a long-term basis it might be important to emphasize improving present skill levels and introducing new skills.

2. Assess the use of equipment and facilities. This must be done prior to selection of activities. If the activities include children from two different programs, it is wise to acquire equipment from both agencies as it emphasizes the desirability of cooperation.

3. Practice the activities with disabled children prior to their participation in integrated activities. This should help them feel more comfortable and insure some success when the integrated activities begin.

4. Provide a brief orientation to both groups of children and staff

so they know what to expect. Explain that some of the children with disabilities may need some assistance in certain activities but they should help only when necessary.

5. Plan for a surplus of activities. If an activity is not going well, change to another. Yet, do not choose too many that require too much reorganization for the children. In other words, keep it simple.
6. If possible, integrate small groups initially. Increase the size of groups as judgment indicates.

# ACTIVITIES

## I. PHYSICAL ACTIVITIES

Physical activiites serve a dual purpose -- while helping the children develop gross motor skills, social skills are also developed. Both are important components in the growth of both disabled and non-disabled youngsters.

Indoor physical activities take into consideration the limited space of the classroom or activity room. They are generally more stationary while still uitlizing some gross body movement and interaction.

Outdoor activities take advantage of the open space. These activities generally have much more movement than the indoor games and/or involve large equipment (such as parachutes) or games that require space.

### Indoor - Elementary

**Bean Bag or Yarn Ball Toss**

Materials: bean bags or yarn ball, target markers or containers

Directions: Give each person or team a bean bag or yarn ball. They are to toss it in different ways using different parts of the body. Place markers or containers as targets.

**Rope Game**

Materials: rope or cord

Directions: Make patterns on the ground or floor and have the children walk or wheel on the ropes (or between two ropes) following the pattern. Straight lines, zigzag lines, circles and other patterns can be used. Later give individual ropes to each person or team and let them create their own design and try others' designs.

**Knockdown**

Materials: tether ball (or ball in rope sling), three bowling pins (or other stand up items, blindfold)

Directions: Hang ball from beam so that it is about six inches off the ground or off a table. Set up the pins either on the floor or on a table under the ball so that the ball can easily knock them down. Divide participants into teams. Participants can be either blindfolded or spun around several times. S/he is then given a turn to try to knock down the pins. Points can be awarded according to how many pins are knocked (or whether it's the first or second try.)

Indoor - Secondary

Portable Bowling

Materials: one set of plastic bowling pins, rubber bowling ball, bowling ramp, tape Optional: scoring pad and pencil

Directions: Mark spots on the floor with the tape for the bowling pins. Use an area that is long and narrow with a wall in the back (to stop the ball). Students take turns bowling in an effort to knock down as many pins as possible. Some students may find it easier to use the ramp (especially those who are physically impaired), while others may be able to bowl successfully without it. Non-disabled students may be asked to bowl with their left (or opposite) hand to neutralize the difference. Each person is allowed two turns (as in regular bowling). Score can be kept by teams or by individuals.

Obstacle Course

Materials: ropes, hurdles, hula hoops, cones, chairs, boxes, etc.

Directions: Set up an obstacle course using the varied materials and have the children take turns going through it. Give children an opportunity to make their own course.

Outdoor - Elementary

Bubbles

Materials: bubble liquid and sticks (diswashing liquid can be used to replace the commercial bubble liquid)

Directions: Allow students to use the bubble liquid and sticks and let them blow, swing or lift the sticks to the winds to create fantastic, multi-sized bubbles.

Water Play

Materials: water table (or hose, baby bathtub, cups, funnels, floating toys, etc.

Directions: Allow the students to play with the water play equipment as much as they desire. They usally also enjoy playing and squirting one another with hoses.

Squirrels in Trees

Materials: none needed

Directions: Participants are designated as either squirrels or trees. Two people joining hands form a "tree". One squirrel goes inside each tree. It may be most appropriate to pair up people to be squirrels (as one child who uses a wheelchair and one child who is ambulatory). Extra squirrels interspace among the trees. When the leader calls out "squirrels change", the trees raise arms on one side and all the squirrels run to another tree. The object is for the squirrels to be with a tree.

Character Relays

Materials: none needed

Directions: Form teams with equal numbers of pairs. The relay progresses as each pair takes turn matching body parts (as nose to nose, ear to ear, etc.) or acts out a different animal (as pigs, ducks, snakes, etc.)

Busy Bee

Materials: none needed

Directions: For this game an odd number of participants is needed. Participants are paired up except for one who acts as the game leader. S/he gives directions to the group such as "head to head", "nose to nose" or other body parts and the players follow the directions. This continues until the leader calls "busy bee", at which time the players scatter to find new partners. The player without a partner is then the caller.

Roller Tube

Materials: field markers (weighted gallon bottles or road cones), inner tubes

Directions: Set up a course on a playing field, using the field markers to make a path. Start and finish lines should also be marked. The object is to roll the inner tube between the markers from start to finish. The distance from start to finish can vary as the group improves.

Clean Out the Backyard

Materials: volleyball net or rope, balls

Directions: Set up the volleyball net or rope about 6 feet high (height should depend on ability of children). Form two teams, one on each side of the net or rope. Distribute the balls (they can vary in size) so that there are an equal number on each side. The object of the game is to try to get rid of all the balls by throwing, overhand or underhand, to the other side. This includes the balls thrown to one side by the other side. Continue until the whistle blows. The team with the least number of balls on their side wins. Redistribute the balls and start again if desired.

Catch Ball

Materials: ball

Directions: Form a circle with one person in the center holding the ball. That person calls the name of one of the participants and tosses the ball to him/her (or you can use partners if the catching ability is varied). The player whose name was called must try to catch the ball. The center person stays until a person misses the ball, at which time s/he becomes the center person. To make it more challenging, the ball may be tossed straight up instead of directly towards the person called.

Parachute Play

Introduction: Parachute Play is becoming an increasingly popular activity for all grade levels in physical education. It provides for good development of strength, agility, coordination and endurance. Strength development is centered on the arms, hands, and shoulder girdle, but a times demands are made on the entire body.

Have children stand equidistance around the parachute. You can have each child take hold of a seam on the parachute.

How to hold the parachute: Basic grips: 1. Overhand - palms facing down, knuckles showing. 2. Underhand - palms facing up. 3. Mixed - a combination of underhand and overhand grips.

Body position: In most of the games, it is important to stress timing. Children should be on the balls of their feet in a squat position.

Materials: parachute

Activities: 1. Umbrella: holding parachute up in the air, arms extended overhead.

2. Mushroom: holding parachute up in the air, take three steps in toward the center.

3. Mountain or igloo: holding parachute up in the air, arms overhead take three steps in, then pull the parachute down behind your back and sit on it.

4. Making a Dome: begin in the starting position, have children stand up quickly, raising arms over their heads and quickly bring the parachute back down to the ground trapping air inside.

5. Number Mushroom: while all players are kneeling and holding on to the edge of the parachute, ask them to number off from 1-5 all the way around the parachute. This time when the parachute is in full mushroom, call "number 3 swap sides." The kids must run under the parachute to the other side before the parachute touches the ground.

6. Parachute Ball: players stand holding the parachute up at waist height. A ball is placed on top of the parachute. The aim is to roll the ball around the edge of the parachute which takes cooperation from all. This is achieved if you are behind the ball, by lifting your edge up, or if you are in front of the ball, you lower your edge. As the ball rolls around players must lower or raise the parachute--whichever is applicable.

7. Running Number Game: have the children around the parachute count off by fours. Start them jogging in a circular fashion, holding the parachute in one hand. Call out one of the numbers; the children with that number immediately release their grip on the chute and run forward to the next vacated place. This means that they must put on a burst of speed to move ahead to the next vacated place.

8. Merry-Go-Round: holding on with one hand use directed locomotor skills around the circle, reverse on signal. Music or drum beats can be used to help children keep time to the directed locomotor skill.

9. Tug-of-War: divide into two teams and on signal both teams try to pull the other team over a set boundary.

10. Parachute Exercises:

a. Toe Toucher: sit with feet extended under the parachute and the chute held taut with a two-hand grip, drawn up to the chin, bend forward and touch the grip to the toes. Return to stretched position.

b. Bicep builder: place parachute on the ground, stand around the chute with one leg forward and one back for good support and balance. Grasp the edge of the parachute with a palms up grip. Lean back holding on to the chute. Pull the parachute towards you when the signal is given without moving your feet or jerking the chute. Continue pulling hard until a signal is given (6 seconds).

c. Bend and stretch: all hold the parachute at waist level with a palms down grip, all bend forward when I count one, and

touch the edge of the chute to your toes. Lift your arms high over your head when count two is given, stretching as far up as possible. Bend forward at your waist when count three is given, and again touch your toes. Go back up in the same way when count four is given, come down again on five, up again on six, and continue for several times.

11. Some children may enjoy the experience of sensory stimulation by being placed under the parachute while others flap it around or may sit in the middle of the parachute and have others make "waves" around them.

## II. QUIET-TIME ACTIVITIES

Quiet-time activities are generally those activities that need minimal supervision and that children can play independently. The activities included in the section are especially appropriate when time is limited. Once the children know the rules of the activities and the location of the equipment, they can be played during "free time".

For older severely handicapped youngsters it is important to choose activities that their peers are also interested in (this can be discovered by observing what teenagers do in their free time). Then, depending on resources (money), these materials or activities can be purchased. Not only will the severely handicapped students enjoy these new activities but they will provide a common ground for peer interaction.

### Elementary

#### Puppet Play

Materials: paper bags, crayons, colored paper, paste, etc.

Directions: Simple puppets can be made using a paper bag. Using the flap as the mouth, it can be opened and shut with the thumb and fingers. The face and body features can be drawn or pasted on. Puppet play allows for the students to be as imaginative and expressive as they want to be. This activity can be semi-directed with the teachers giving suggestions.

#### Playdough

Materials: purchased playdough or homemade playdough (most activity books include a recipe for playdough)

Directions: Playdough is a flexible medium that children can independently and cooperatively shape, pound, squeeze, cut, etc. The manual manipulation helps to develop fine motor skills with also giving the manipulator control over the form. Playdough, because of its non-toxic quality, is recommended over regular clay.

#### Fantasy Play

Materials: any play items that are available - blocks, dolls, trucks, playhouse, etc.

Directions: Children are given time to play and interact among themselves with little supervision.

Book Sharing

Materials: a variety of books including reading books and picture books

Directions: Children are given time to read, look at books together. Those children who can read will have the opportunity to read to those who cannot.

Hide and Seek

Materials: none needed

Directions: When an integrated group of children play this game, it is easiest to play it indoors and by pairs. Although the hiding places may be somewhat obvious, there is a great deal of play and interaction.

Secondary

Some of the following activities may also be appropriate for elementary-aged children. They are included in this section because of their appropriateness with older children.

Electronic Music Stick

Materials: electronic music stick

Directions: The electronic music stick, with its color-coded keyboard, produces a 25-note scale by merely touching the stick. Because of its simplicity it is appropriate for youngsters of varying ages and ability levels. It can be adapted to a wide range of skill levels; songs can be played from the song book or musical combinations can be produced. Its tactile and auditory qualities make it appropriate for visually and/or hearing impaired students.

Lego

Materials: Lego - either primary or regular

Directions: Because of the unlimited possible combination of pieces, Lego and other similar interlocking building sets are enjoyed by many people. It provides opportunities for self-expression and creativity. Youngsters can be taught how to make certain objects or they can be allowed to manipulate it any way they wish.

Lite-Brite

Materials: a Lite-Brite game

Directions: Lite-Brite gives children and youth the opportunity to create a variety of pictures with pegs of different colored lights. The

designs can be adapted to a wide range of skills - some are simply rows of dots, some are pictures of simple objects, and others are pictures of more complex objects. Youngsters can choose whatever design they like to place on the screen. The design can be made following the color key given on each design sheet or the individual can create his/her own combinations.

Pinball Games

Materials: a pinball game

Directions: Pinball games can be played by individuals, pairs or groups. It is an activity that is highly reinforcing; youngsters and adults of all ages enjoy it. Pinball games are found in many community settings, such as arcades, bowling alleys, shopping centers, etc., and is also widely available in various types, such as table top, free-standing and commercial, and at varying prices. Teaching children how to play it will encourage interactions with individuals of different degrees of skill.

Remote-Control Vehicle

Materials: any remote-controlled vehicle

Directions: Remote-controlled vehicles are easily activated and manipulated by youngsters of different ages and ability levels. They are especially suited for severely handicapped students because of of the ease in manipulating them.

Simon

Materials: Simon

Directions: In the game of Simon, each person plays against him/herself to see how far each can progress. The game has different levels of difficulty and can be used with individuals of different ability levels.

Target Games

Materials: any target game, either hand made or commercially bought

Directions: There are a variety of target games available - including velcro ball and dart games and electronic target games which light up when a "hit" is made. Directions can be varied to accomodate youngsters of different abilities, as a flexible "shooting line", teams, etc.

TV Video Games

Materials: any TV video cartridge, television.

Directions: Cartridges for TV video games are available with varying degrees of difficulty. Scores can be kept for each person so that s/he competes only with him/herself rather than with other children.

Because they are also available in stores, restaurants, etc., teaching youngsters to play these games will give him/her skills that are generalizable to home, community, etc.

## III. MUSIC ACTIVITIES

Music is an activity that is enjoyable with children of all ages and ability levels. It can be used as an activity in itself or combined with other activities such as arts and crafts, exercises or leisure time activities. Everyone can participate by varying the degree of participation. Instruments range from the more simple to the more complex and so are appropriate for all.

Elementary and Secondary

### Rhythm Band

Materials: a variety of percussion instruments (e.g., tambourines, drums, maracas, sticks, bells), records, record player

Directions: Have a "play-along" using different instruments and music (records, radio, etc.). Use any record with a strong beat to it; marches are excellent in the beginning. Rock and roll tunes, country music and lively folk music are also appropriate. For variety use wood instruments and drum. Music that changes tempo also lend variety.

### Questions and Answers

Materials: a variety of instruments

Directions: One person is designated leader. S/he leads a short rhythm pattern (e.g., 1, 2, 3, 4 or 1, wait, 2, 3, 4, etc.) and the group repeats it in rhythm. It can be varied by separating the group into smaller groups and numbering them. Then the leader leads a rhythm, calls out a number, and the group with that number responds.

### Movement to Music

Materials: records, record player, drum

Directions: The group moves to the rhythm of the music played. Movement can include: walking, running, skipping, tiptoeing, marching, etc. A leader can lead the movement while the participants copy, or s/he can beat a rhythm on a drum while having the participants move in time to the music independently. Youngsters can be paired so that those with a better sense of rhythm are paired with those who need help. Balls may also be bounced to music while the children are standing still or walking. Musical chairs can also be played with younger children.

Exercises to Music

Materials: records, record player, piano or other instrument that has easily played high and low notes

Directions: Any appropriate music can be used for warm-up and stretching exercises. Songs can be chosen that give directions. Children can also be directed to move their bodies corresponding to the tone of notes played on a piano (e.g. high note - raise arms, low note - crouch down, etc.)

Music-Art

Materials: records, record player, materials for an art activity

Directions: The children can be directed to color, paint, etc., to music while it is being played. They should be given a few minutes to listen to the music before they begin the art activity. They should be encouraged to have their art movements correspond to the sound of the music (fast music - lines, zig zags, etc.; slow music - curves, soft lines).

Singing

Materials: instruments to accompany singing, song charts if appropriate

Directions: When teaching a new song, keep the following points in mind:

1) Sing a new song through and have the group clap or hum with you.
2) Take a verse at a time and have the group repeat.
3) Don't worry if you're not in tune or if the group is not in tune.
4) Give a lot of support for their singing.
5) An instrument to accompany the singing, such as ukulele, piano, or autoharp helps keep the group together.
6) If there are group members who can read, prepare song sheets or charts ahead of time.
7) When one person knows the song relatively well choose him/her as song leader. This should rotate among participants. If some have a difficult time remembering the words, pair them with those who do remember the words.
8) Non-verbal children can keep the rhythm with an instrument, etc.

Music Listening-Appreciation

Materials: variety of records, record player

Directions: Play short musical selections varying in moods (happy-sad, melodic-non-melodic, classical-modern). After playing one selection, talk to the group about the music. Did they think of anything in particular while they were listening to the music? Play a different selection and compare. Discuss the different instruments and sounds.

Making Rhythm Instruments - See "Therapeutic Recreation Program" 1979-80 (Revised Edition), Department of Parks and Recreation, City and County of Honolulu, p. 25.

## IV. ART ACTIVITIES

When planning for art activities group the youngsters heterogeneously so that they can be of assistance to one another. Encourage partial participation (perhaps by modeling) so that everyone will be included in the activity. Give the participants the responsibility of gathering the materials and cleaning up as much as possible. It is important to encourage cooperation whenever possible.

### Elementary and Secondary

#### Invisible Painting

Materials: large sheets of light-colored, durable paper, candle stubs, thin, dark tempera paint, paint containers and brushes

Directions: Children first draw on the paper with the candle stub. They then paint over the entire picture with water, dark paint. Areas colored with candle will reject the paint and remain blank. Allow the paper to dry.

#### Paint a Pet Rock

Materials: smooth-surfaced rocks, tempera paint, paint holders, brushes

Directions: Each child can paint his/her rock in any way desired. It can be painted one color, with designs, etc. It is also possible to paste pictures on it and then cover them with varnish.

#### Paper Mache a Group Pinata

Materials: newspaper (strips), large balloons, wheat paste, water, containers for paste, paint, clear spray shellac or varnish

Directions: Place paste in containers with water next to it. Pour small amounts of water into the wheat paste and allow children to mix this with their hands (be sure containers are large enough so that the mixture stays in it). Inflate balloons and tie. Cover strips of newspaper with the paste mixture, scrapping off the excess. Cover the balloons with the newspaper strips. Allow one coat of newspaper strips to dry before adding additional layers. During the following days, they can make ears, nose, etc. out of newspaper and attach them to the balloons with strips of paper. The object needs to totally dry before being painted and coated with a sealer.

Printing with Water Soluble Ink

Materials: ink, old paint brushes, brayer (roller to apply ink), different kinds of paper, variety of items to print with (styrofoam tray bottoms, bottle bottoms or sides, clay items, cut and patterned erasers, fruits or vegetables, etc.)

Directions: Select item or items to be printed. Apply ink to the surface using a brush or brayer. Gently place the paper on the inked item and rub paper for full contact. Remove and allow to dry.

Variations:

1. Repeat the pattern to cover the paper, using one or more than one item. This can be also used as wrapping paper.
2. Using glue or rubber cement, draw a design on cardboard. After this has dried it can be used as a printer.
3. Collect leaves. Place them under weighted object (book) for 4-5 days to flatten. Paint the leaves and press or place them under a paper and roll over them with a brayer to make a pattern.
4. For tapa printing, wet a crumpled paper bag and allow it to dry. Then paint it with a variety of patterns and shapes.
5. Glue spaghetti onto cardboard. Allow it to dry and then use it to print with.

Roll-On Painting

Materials: empty, washed, roll-on deodorant bottles, thin tempera paint, durable paper

Directions: Fill washed-out deodorant bottles with thin liquid paint (tops will unscrew). A variety of designs can be made free-hand or students can trace shapes or lines already drawn. If the bottles are difficult to grasp, wrap tape or rubber bands around them to make them less slippery.

Sponge Painting

Materials: sponges, variety of paint colors, durable paper, containers for paint

Directions: Cut up sponges into a variety of shapes (have children help if they can), and have children make prints by dipping them in a variety of colors for different designs. Cut vegetables (potatoes are good) can also be used to create different print designs.

String Painting

Materials: string, paint, paper, containers for paint

Directions: Using pieces of string about 12 inches long, have children dip the string into the paint and pull across the paper for dif-

ferent designs. They can also fold the paper in half, lay the wet string on half the sheet, fold over the second half and press down for a design.

Note for Painting Activities:
Baby dish warmers with suction cups underneath can be used to hold paint secure to table top.

Pudding Finger Painting

Materials: vanilla pudding, food coloring, paper, bowls

Directions: Mix pudding (children should be able to do this) and divide into the number of colors you want. Add food coloring to obtain desired color. Children can create designs of circles, triangles, flowers, dots, etc. with one finger or more. Use heavy paper if you want to keep the design.

Transparent Crayon Picture

Materials: paper (mimeo or newsprint), crayons, tape, small cloth, small amount of cooking oil

Directions: Participants can color their paper in any way desired - a picture, design, etc. After they are finished, wipe over the paper with the oil dampened cloth. The paper becomes transparent and the colores resemble stained glass.

Batik Without Hot Wax

Materials: flour or wheat paste, squeeze bottles, colored inks, cloth, iron

Directions: Mix flour (or wheat paste) and water together until it can be squeezed out of a plastic detergent bottle to make thick lines. Draw a design with the mixture and let it dry. Then paint over it with the colored inks. When finished, scrape off the lines and set the color with a warm iron.

## V. SPECIAL EVENTS: FOOD AND PARTIES

Parties are great gathering times. It is a time for informal interaction, relaxation, and very often, snacks. Preparing and eating snacks develops cooking and etiquette skills. Special occasions including birthdays and holidays can be a stimulus for a party. Customary themes can be carried out in the form of coloring foods such as red for St. Valentine's Day, green for St. Patrick's Day or orange for Halloween, etc.

Snacks at break time can also be prepared with the students all working together. It is best to choose simple recipes that can easily be prepared and require few ingredients. Following are a few suggestions.

### No Cook Candy Balls

1½ c. graham cracker crumbs
¼ c. sugar
½ t. cinnamon
½ t. nutmeg
½ c. peanut butter
½ c. corn syrup
powdered sugar or something to roll candy ball in
wax paper, tape

Mix all ingredients. Roll ingredients into a small ball, then roll them in powdered sugar (or any item to cover it - crushed nuts, granola, etc. may be used). A chocolate chip can be placed on top on each one. After ingredients are mixed, it is easiest to tape wax paper in front of each person so they can roll their own on it.

### Peanut Butter Playdough

peanut butter
powdered milk
honey
optional: chocolate powder, raisins, cereal

Add honey to peanut butter in a proportion of 1:4 (4 times as much peanut butter as honey). Pour in a little powdered milk to reach playdough consistency. Distribute a small amount of dough to each person and encourage them to make shapes before eating it. Raisins, chocolate chips, etc. can be used to decorate the figures before consumption.

Smoothies

fruit
milk
ice cream or ice

Combine small amounts of fruit, milk, ice cream (or ice) into a blender. Turn blender on and off quickly to mix the ingredients.

## VI. SPECIAL EVENTS: FIELD TRIPS

There are many places in the community appropriate for field trips. Degree of preparation ranges from no preparation, as in walking to a nearby store, to obtaining Handi-Vans for physically disabled students.

The procedures for taking a group of disabled students on a field trip may include:

1. checking the destination for physical accessibility in advance; making alternative arrangements if accessibility is a problem
2. arranging special transportation services such as Handi-Van
3. arranging for additional staffing, if necessary
4. following regular excursion procedures (permission, fees if necessary, etc.)

Following are some suggestions:

- the zoo
- movies
- symphony concerts
- touring public facilities as the airport, legislature, etc.
- restaurants - this will promote good table manners
- stores - helpful to teach community awareness and some monetary skills
- sports events
- bowling alleys - bowling ramps may be used with children in wheelchairs
- plays
- special interest places
- picnics

Chapter 6

Evaluation

Whenever professionals undertake an innovative program effort intended to result in beneficial outcomes, an evaluation component should be included in the program design to measure the effects of that innovation. We should document that, in fact, beneficial results did occur. In special education, evaluation of Individualized Education Programs (IEPs) is mandated by the requirement that teachers specify how pupil progress on each instructional objective will be measured to assist in the revision of existing programming and the planning for future programming. In regular education, standardized tests are often administered to school populations as a basis of comparison of achievement in one area to the average achievement of students nationwide. In Hawaii, for example, the Stanford Achievement tests in math and reading are administered periodically. The importance of these results can be inferred from the public interest which they generate; the school-by-school score is generally reported in the Honolulu newspapers and, in a very real sense, the schools are held accountable to demonstrate that pupils in Hawaii are at or above the national average in these two curricular areas.

The Hawaii Integration Project has incorporated a complex and comprehensive evaluation component to collect formative and summative data on project activities. Our project conducted these extensive evaluation activities since we were funded by the U.S. Department of Education to establish a Model Demonstration Project which is validated and thus can be disseminated to other areas as an effort which <u>works</u>, (for a partial summary of 1981-1982 evaluation data, see Voeltz and Brennan, 1982). It is not necessary for a teacher or other school personnel implementing a Special

Friends component to attempt to conduct all or even most of the evaluation activities included in our project. It would, however, be a good idea to attempt to implement an evaluation for one or two questions which are of particular interest or concern to your community, school personnel, parents, etc. in your area. Since you are conducting an innovative program in your school, it is crucial that you collect some information addressing two major areas: formative and summative evaluation.

FORMATIVE EVALUATION

Formative evaluation, which is collected regularly throughout the school year, provides continuous feedback to the program regarding components which need to be changed or adjusted to achieve maximum benefits to all participants. If no such information is collected until a program has ended, educators have missed a valuable opportunity to incorporate modifications into current on-going efforts. It is conceivable that these modifications might be so important that without the information and resulting changes, an entire year of a program can be judged unsuccessful. Formative evaluation might have enabled those problems to be corrected in time to demonstrate a successful overall effort.

While you are conducting the Special Friends Program, it would be most important that efforts be sensitive to the input of students, teachers, administrators and parents regarding relevant components of the program. At each step of the activities we have outlined in earlier sections of this manual, you should use verbal feedback (solicit such input and feedback, in fact!) to modify and augment these procedures as appropriate at your school. Most of the formative evaluation activities which are somewhat formalized on the Hawaii Integration Project can be conducted by you simply

by keeping communication lines open with everyone who is affected by your program. Whenever it seems appropriate, you could ask regular education personnel or parents for verbal feedback. This may require nothing more than paying special attention to any comments made by teachers at a faculty meeting held to discuss Special Friends, or by parents at a PTA meeting or open house.

You should, however, systematically monitor the activities between the regular education and severely handicapped pupil dyads to insure that these interactions are positive and beneficial to the students involved. In fact, you should try to collect student progress data for the severely handicapped pupil for an instructional objective which is, according to your intention, facilitated by the Special Friends interaction activities. You would use this information to change these activities, just as you would use student progress data to change an instructional program.

Chapter 4 provides a sample interaction sequence and the types of evaluation questions to be answered for sample objectives. Collecting this type of pupil progress data requires that you monitor pupil behavior during natural conditions and in natural settings. As was discussed in Chapter 1, these "natural" probes are the true test of whether or not instruction has been successful. A behavior may indeed occur reliably (e.g. 3 times out of 4 times on three consecutive days) during an instructional situation with the teacher, but what we really need to document is that the child now uses that new behavior in an appropriate way in the natural environment. Thus, interactions with nonhandicapped peers provides an excellent opportunity to probe a natural context to determine whether the skills you are teaching are in fact occurring in the situations for which they are really intended and needed.

Similarly, you should try to solicit comments about the activities from the regular education participants. Perhaps the weekly discussion sessions with the regular education students would be the place for this, or, as some teachers have done, you could ask the participants to write short essays or fun exercises which are especially designed to explore their impressions about and reactions to the program. The Friendship Survey is another mechanism which can provide you with information on program outcomes as they are perceived by the children; Chapter 3 includes guidelines and forms to conduct this survey with program participants.

## SUMMATIVE EVALUATION

Summative evaluation, which is more likely to be conducted at the completion of a project (or perhaps in a manner similar to a pretest and a posttest), provides information on overall program results. This information is needed to communicate with other school personnel and community constituents on future program recommendations and particularly to support replications of the innovative program components. The general public expects educators to be able to provide specific information regarding the benefits of a program to their children and to the community. If integration is truly beneficial to all participants, these positive effects should be documented so that our efforts will support the continued success of such integrated community placements in Hawaii and elsewhere.

Two kinds of summative evaluations for the Special Friends Program are probably most useful and interesting to community constituents and, fortunately, relatively inexpensive for you to collect. A special education teacher is already required to measure pupil progress on attainment of educational objectives listed on the IEP. If you have incorporated a socio-emotional (social responsiveness, play, etc.) objective on the IEP

which you intend to facilitate through the Special Friends Program, you would have a beginning of the year (pretest) and end of the year (posttest) measure of development in this area. We have found that the socio-emotional skill section of Collins and Rudolph (1975) is quite sensitive to changes in this area for severely multiply handicapped children and this enables the teacher to document pupil progress for IEP and other annual reporting purposes.

It is also helpful to attempt to show that there are benefits from the program for the regular education students. You might solicit comments from the regular education teachers as to what those benefits might be; in past experience, teachers have noted such changes as increased self-concept, increases in responsibility and helpfulness, and decreases in derogatory and aggressive peer interchanges. Our project will attempt to document such changes as a function of our activities, but even through your information is not "experimentally valid" it would be useful to collect comments from parents and teachers which seem to support such benefits.

Also available is a standardized attitude assessment which is sensitive to changes in attitudes in regular education students toward both the handicapped person and individual differences in general. This assessment is inexpensive, easy to score, and requires only approximately 20 min to administer to a group of perhaps 25 pupils at a time. This "Acceptance Scale" (Voeltz, 1981) is included in Appendix F for your information, and guidelines for administering the survey are incorporated in Chapters 2 and 3. In addition to being able to show attitude changes in regular education students as a function of integration and project activities, you will be able to compare the overall attitudes of your school

population with a "norm" established in Hawaii and in other states (Brinker, 1982) for the population at large, segregated general education settings, and for integrated schools.

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# SPECIAL FRIENDS IN HAWAII

AVAILABLE

*Luanna M. Voeltz*

As school districts throughout the country establish noninstitutional educational services for severely handicapped children, where to locate these classes is often a controversial question. Some educators argue that the "least restrictive placement" mandate of PL 94-142 is satisfied by a special school which is community-based, and that severely handicapped and nonhandicapped children have little to gain by interacting with one another (Burton & Hirshoren, 1979). Other educators maintain that such interaction is crucial if severely handicapped and nonhandicapped persons are ever to develop the ability to live together in the community.

Since the neighborhood public school is the only environment which allows for daily and longitudinal interactions, this should be the placement of choice (Brown, Branston, Hamre-Nietupski, Johnson, Wilcox & Gruenewald, 1979; Sontage, Certo & Button, 1979). In Hawaii, the question of where to locate classes for severely handicapped children is not an issue. The combination of community school placements and a program called "Special Friends" has provided evidence that both handicapped and nonhandicapped children benefit from going to school together.

A statewide decision was made to interpret the least restrictive environment as the neighborhood public school. Beginning in 1977, classes for moderately to severely/profoundly handicapped children were located in regular elementary, intermediate, and secondary schools. The expectation was that it would work, and indeed, we believe it has.

Almost immediately, teachers reported that many nonhandicapped children were spending their recesses in the special classrooms and were inviting their severely handicapped peers to spend time with them on the playground. Their spontaneous questions indicated that they were concerned and interested in knowing about the handicapping conditions of their new special friends. The continuing daily visits prompted the parent of one nonhandicapped child and school personnel to start the "Special Friends" program.

## The Special Friends in Kailua

During the 1978-1979 academic year, the Department of Special Education at the University of Hawaii received CETA Title VI Special Project funds to support an expanded Special Friends program at Kainalu Elementary and Kailua Intermediate Schools in Kailua, Hawaii. In addition to orientation activities directed to all the regular education students at each school, the program consisted of scheduled opportunities for interaction between a group of regular education Special Friends selected from grades 4 through 7 and their severely handicapped peers.

Each nonhandicapped child spent three weekly recess periods with a handicapped Special Friend; an additional one to three weekly recess discussion sessions involved all the regular education participants meeting with the program trainer at each school. The nature of the one to one interactions between children was structured by each special education teacher, and included a range of activities from peer tutoring to free play. The group discussions included activities intended to support sensitivity, awareness, and communication skills; the nonhandicapped children were particularly encouraged to share questions about their handicapped Special Friends and to involve their nonhandicapped peers in their new experiences.

Since this kind of interaction is quite different from past opportunities and experiences available to children, evaluation was a major focus of the first project year. Ongoing planning is incorporating information provided by the children themselves to facilitate the development of positive experiences. What follows is a selective – but representative – sample of the reactions of some of the regular education children to the presence of their handicapped peers and to the friendships which were the focus of the program. While many of these children's comments were obviously influenced by the project activities, they still reflect the incorporation of Special Friends into each child's individual value system and personal perspective on social interactions.

*Being in the Special Friends program helps people learn to make friends with other people. It also helps us to realize why other people may look or act or speak differently.*

Liane, Grade 6

*I don't feel shock or pity. I think of them as people. I have an uncle who is mentally retarded.*

Chloe, Grade 7

*I love being in Special Friends. When I first saw the movies I was unsure and afraid of them. Now I feel secure. I like*

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*them because they run up and say "Hi" and show their affection. I get a chance to be with people I don't really understand and learn about them.*

Dawn, Grade 7

*I felt a little frightened at first. I feel very comfortable now.*

Frank, Grade 7

*It was my first year at Kainalu when I became a Special Friend. My friend came up and said, "Do you want to go to the SMH class?" And I said, "What's that?" She said, "You mean you never heard of that?" So we went to the SMH class. Marty was the teacher there. I was scared at first but I got used to it. It was fun working with the kids.*

*Special Friends gives me the opportunity to meet new friends. I have met a few that I really like. At first I was afraid of them. If you don't like what they're doing you just tell them. It's OK to tell them, like instead of hugging me I tell them to shake hands.*

Becky, Grade 7

*The next year my friend moved away. I was on my own so I told more of my friends and they came to the class. They liked it too. . . . I'm working with Michael now. He is deaf. And he has a walking problem. This is my third year in Special Friends, and I love it.*

Margi, Grade 6

*I didn't know about Special Friends. I just went [to the SMH classroom]. I used to see Tammy on the bars. Now I see her in Special Friends. I like going to the classroom.*

Erica, Grade 4

*I think they need more attention and help. They need more friends. I kind of feel sorry when they get teased. They feel we are very special to them.*

Michelle, Grade 7

*Before I was in the Special Friends program I was afraid of the special ed students because I thought they were weird. But now that I'm in the Special Friends group I've learned that they're just as friendly and just the same as any other kid in this school. Now whenever I see them around the school I say "Hi" to them. But before I just walked past them and said nothing. The only thing different*

*about the special ed kids that is different than us is that they were born in a special way. And I think that many other schools that have special education students should have this program because it is interesting and you learn a lot from it. But the most important reason is that you know you're helping someone and being a Special Friend to them.*

Anna, Grade 6

*It's interesting because it gives me a chance to meet some different people, and they get to work with you. I feel it would help me if I went to a different country so I wouldn't be afraid of the different types of people.*

Mike, Grade 7

*I have a chance to meet other people and see how they feel. I understand more and I don't really feel that sorry for them. Because if you treat them like a person they feel more like a normal person.*

Mary, Grade 7

*It's fun to teach them. I read them books. I play with them. We sing. I help Susi walk.*

Boyd, Grade 5

*Well, I think that this is the best year I had with the handicapped kids and the special retarded children. . . . And I had a lot of fun with the best friends I ever had in Terry, Rita, Janna, and Sara. Including Gloria's class and here is who I had great fun with: Rene, Barry, Ginny, Thomas, Rachel, Lynn, and best of all Kelly.*

Sherri, Grade 4

*I know they are happy when we come. That makes me feel good.*

Donna, Grade 7

In marked contrast to the picture and comments of the children here, we as educators must recognize that most of us grew up in "segregated" childhoods. Professionals can plan the initial structure of integration efforts, but children like Hawaii's Special Friends may ultimately provide the expertise to design optimal programs. At the very least, we cannot underestimate their ability to enjoy positive interactions with one another simply because such opportunitites were not part of our experiences.

REFERENCE NOTE

Written program description and formal evaluation data reports on the project are available from Luanna M. Voeltz, Ph.D., Department of Special Education, 1776 University Avenue UA1-3A, University of Hawaii, Honolulu, Hawaii 96822.

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*Luanna M. Voeltz* is Assistant Professor, Department of Special Education, University of Hawaii, Honolulu, Hawaii 96822.

Community Focus, 1979, 3:10, 28-29.

# Hawaii's Special Friends

They grew up feeling different. Other children saw them that way, too. Because they needed special education for their handicaps, they were segregated in different schools.

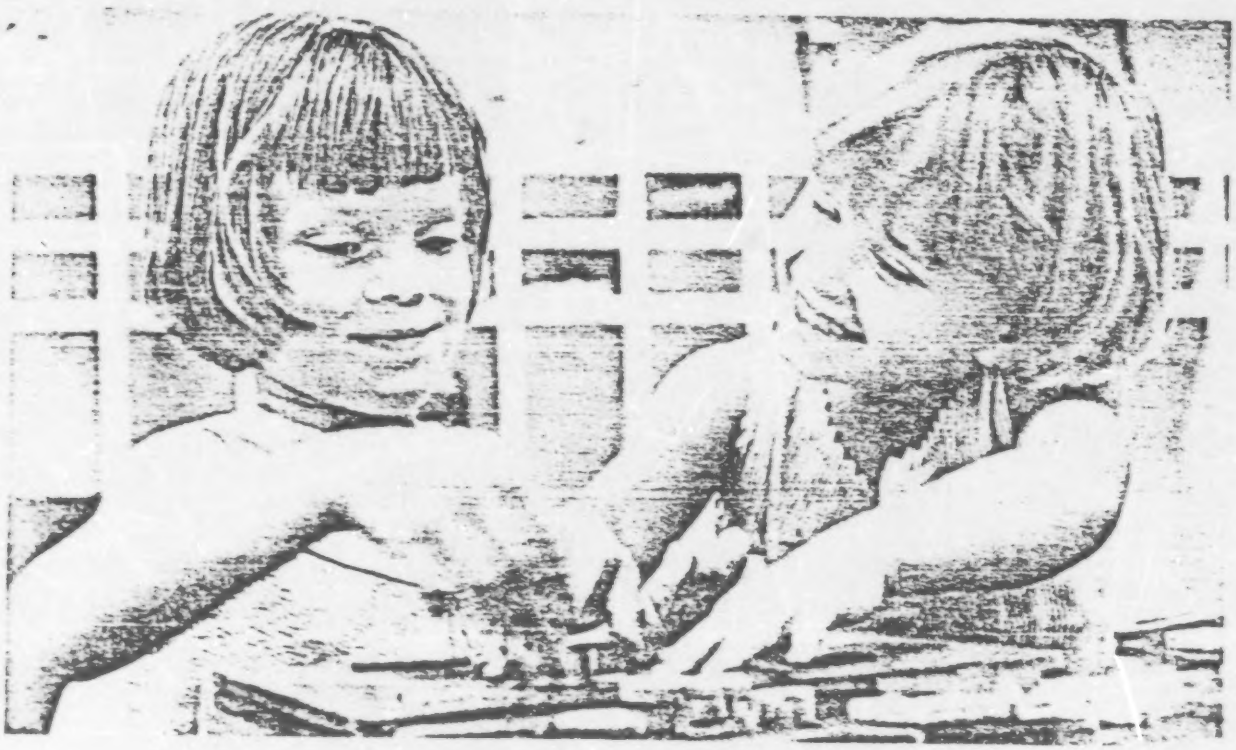
But in 1975, Congress passed a law requiring states wanting federal assistance to provide "free and appropriate education for all handicapped children between the ages of 3 and 18." In other words, the states had to absorb children with special educational needs into the regular school system.

Change never comes easily. The process of integrating handicapped children into public schools—"mainstreaming"—has met with resistance. Some people oppose it out of concern for the well-being of handicapped children. Others resist it because they want to "protect" nonhandicapped children from the presence of special education students.

Because the two groups of children traditionally have been segregated, it is understandable that both groups initially might feel awkward and uncomfortable with mainstreaming. Therefore, some felt a program was needed that would help these children overcome their fears and teach them to understand and care for each other.

The "special friends" program in Kainalu Elementary School in Honolulu does just that. The pilot project is a cooperative effort between the University of Hawaii's Department of Special Education and the State Department of Education. It helps children adjust to mainstreaming efforts at the school.

The program is based on the premise that interaction between regular and special education students in many school activities is not only feasible but important in helping children develop caring attitudes and in breaking down fears.





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UNITED WAY OF AMERICA

Photo by Terry Luke, Honolulu Star Bulletin

*Special friends share a fun moment.*

Before the project actually began, students at Kainalu and other control schools were surveyed to find out their attitudes towards the handicapped. The idea was to conduct a similar survey at the end of the first year and compare results.

Next, students from different grade levels saw a slide presentation developed specifically for the project and participated in small group discussions. The slide show had two purposes. The first was to help the children understand the needs of special education students by showing the handicapped children participating in various activities. The second purpose was to recruit volunteers for the "special friends" program. One hundred fifty students in the fourth, fifth and sixth grades volunteered to participate. But because the program was still in the pilot stages, only 20 were selected at random.

To prepare for their roles as special friends, the student volunteers met with the project coordinator several times. At the meetings they discussed handicaps, took part in special sensitivity and awareness exercises and shared ideas on what kinds of activities they could engage in with their special friends.

Dr. Luanna Voeltz, with the University of Hawaii's Department of Special Education, has been involved with the program since it began. She explained that both the regular and special education students were called special friends. "We wanted to avoid an aura of charity and we didn't want anyone to feel different."

The special friends met three times a week during recess. Usually they formed into groups of two to three volunteers per handicapped child and spent the time drawing, doing puzzles or in some other kind of play activity. Some of the volunteers showed a lot of creativity and innovation, and as they assumed more responsibility, the project coordinator took on a less visible role. Any feelings of awkwardness between the special friends disappeared after a few weeks.

At the end of the pilot project, the student volunteers attended the Special Olympics (a sports program for the handicapped) to watch and root for their special friends. They also attended a picnic held for them by the project coordinator and received certificates of merit.

The program had a positive effect on both the student volunteers and the special education students. The second survey showed that the regular education children who participated in the program—as well as those who did not—had more positive attitudes towards the special education children. They were more willing to accept the handicapped students as fellow friends and students. As a result, the special education children showed marked improvement in their social skills.

Although it is not possible to measure accurately the program's effect, Dr. Voeltz said that it will help children develop more tolerance and understanding of others. Those lessons can be carried over into their adulthood and their relationships with neighbors and other members of the community.

As Dr. Voeltz explained, "If you learn to accept someone who is very different, who has no motor coordination, whose main accomplishment may be learning how to sit, then you'll be much more accepting of minor differences."

That's as important as any lesson learned in the classroom. □



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# APPENDIX A

Script for slide shows

- Elementary, K-3
- Elementary, 4-6
- Elementary, 7-12

Summary of slide show content

KAINALU version

SCRIPT

Introducing the Slide Show
and the Special Friends Program

*Have the projector and cassette recorder ready before the children come into the room to see the slide show--remember, try to have no more than two classes view the slide show at a time. A smaller room space other than the cafeteria, etc., is preferable. Make arrangements ahead of time for someone to be available to turn out and then turn on the lights for you during the presentation, since you should stay at the front of the group as much as possible; you can be the person to start the projector and recorder.*

*As the two classes enter the room, wait until the children are seated (lights on). When things have quieted down, announce:*

Hi! I'm _____ from the Special Friends Program. Maybe you've seen me at school already, in one of the classrooms. I bet most of you already know what Special Friends is, and some of you have even been in the program or you are in the program now, right?

Raise your hand if you know about Special Friends. *(pause)* That's nice! Lots of you already know about it.

We're going to start some new Special Friends activities this semester. First you'll see a slide show about Special Friends and about friendship, and then you can ask questions, ok?

Now be sure to listen to the person on the tape and see if you can recognize any of your friends from Kainalu in the pictures, ok?

Ready? Let's start!

*The room lights should be turned off now, and start the audio tape--be sure that the projector is on and that the audio volume is loud, more so than you would adjust for adults, using the extra speaker if at all possible.*

*When the show is finished (after the Pau slide appears and the music stops), turn off the projector light--leave the fan on--and turn on the room lights again. Go to the front and center of the group.*

Did you see some kids you know in the pictures? *(pause)*

Who? *(look around the group and try to elicit some names of children, perhaps by adding "Did any of you see someone you know?" as you look toward a smaller set of children, etc.)*

Some of the kids in the slides are maybe in your classroom, right? Maybe even kids you play with every day? Did you recognize the playground (library, lanai, etc.) right by your room?
Did you see some of the kids from the special ed. classes who maybe aren't in your classroom? Who? *(Try to elicit name/s. When the kids have named someone, look toward a different "group" of children and ask them if they know that child, e.g., "Do you know Jerry?")*

Do you know Jerry? How about Dolly? Does anyone know Dolly?

Have you ever been in one of the special ed. rooms where lots of the kids have wheelchairs or maybe you've seen some other things that look kind of different?

Okay. So many of you already know about Special Friends, but maybe some of you would like to be in the activities now. If you are already in Special Friends, we want you to keep being a Special Friend.

If you have never been a Special Friend, maybe you would also like to be in Special Friends. You could try it and see if you want to make some new friends.

In about a week, your teacher will tell you how to come to a special meeting to find out about Special Friends and sign-up if you want to. Okay?

Thank you so much for meeting with me(us)! I hope I see lots of you again!

*Thank the children's teacher/s for bringing them, and face the kids until they are gone (i.e., do not turn away or talk among yourselves until after the children have left the room).*

ELEMENTARY, Grades K-3

WON'T YOU COME AND BE MY FRIEND?

Won't you come and play with us and learn what we have to say? It may not be in the words that you are used to hearing, but with our feelings we can touch your heart and let you know that we are real too. We are here and we need your outstretched hand. So, won't you be a special friend?

We can play with you and talk to you and be your friend. It's just a different type of friendship.

Think about what friendship is. (pause) It is feelings shared between people. Friendship helps you to be more yourself. Friendship helps all of the things inside you grow and develop because there is trust and there are good feelings. Friendship is reaching out a hand and taking hold of someone else's hand and letting that hand help you too. Sometimes when someone doesn't look quite the same as you or speaks a little differently or doesn't even speak at all, it makes us back away and not make an effort to be friends. We should stop when we are scared and ask "Why am I afraid?" (pause) Why are you afraid? (pause) Try taking that feeling of being frightened and turning it around into excitement. The excitement of learning something different and new. The fun of helping another child with special problems feel good about being in school. By doing something new, you will be learning what grown-ups have to do all the time. Adults have to do things that they are not always sure they <u>can</u> do. As you are

learning, you will grow and understand new things each day.

Have you been asking yourself questions about the special ed students? Do you wonder about the wheelchairs, braces, and special equipment that they use? Are you curious about how to talk with them? Would you like to say hello and play together?

The Special Friends Program is a way of helping you to feel more comfortable to allow those friendships to develop. This program will be a way for some of you to learn to play with the special ed students. In Special Friends you will spend time getting to know each other and having a good time. The teachers will help you plan the things you can do together. You can sing songs and play games. You can plan special events for Christmas and other holidays. Also, you will meet with the program teacher. During those times you will have a chance to talk about your different feelings and share with each other the exciting challenge of learning new friendships.

So won't you come and be a special friend?

ELEMENTARY, Grades 4-6

WON'T YOU COME AND BE MY FRIEND?

Won't you come and walk with us and learn what we have to say? It may not be in the words that you are used to hearing, but with our feelings we can touch your heart and let you know that we are real too. We are here and we need your outstretched hand. So, won't you be a special friend?

We can play with you and talk to you and be your friend. It's just a different type of friendship.

Think about what friendship is. (pause) It is feelings shared between people. Friendship helps you to be more yourself. Friendship helps all of the things inside you grow and develop because there is trust and there are good feelings. Friendship is reaching out a hand and taking hold of someone else's hand and letting that hand support you too. Sometimes when someone doesn't look quite the same as you or speaks a little differently or doesn't even speak at all, it makes us back away and not make an effort to communicate. We should stop ourselves when we are scared or startled and ask "Why am I afraid?" (pause) Why are you afraid? Experiment with taking that feeling of being frightened and turning it around into excitement. The opportunity to help another child with special problems feel good about being in school. By learning to participate in a new experience, you will be learning what grown-ups have to do all the time. Adults have to do things that they are not always sure they <u>can</u>

do. As you are learning, you will meet challenges and go forward every day.

Have you been asking yourself questions about the special ed students? Do you wonder about the wheelchairs, braces, and special equipment that they use? Are you curious about how to talk with them. Would you like to say hello and spend some time together?

The Special Friends Program is a way of helping you to feel more comfortable to allow these friendships to develop. This program will be a way for a few of you to participate with the special ed students. You will have guidance to help bridge those gaps in communication. In the program, you'll be matched with a selected special ed student and you will agree to meet with that student each week, either at lunch or recess. You will spend time getting to know each other and having a good time. Also, once a week, you will meet with the program teacher. In those sessions you will have a chance to talk about your different experiences and share with each other the exciting challenge of learning new friendships.

So, won't you come and be a special friend?

HIGH SCHOOL, Grades 7-12

WON'T YOU COME AND BE MY FRIEND?

Won't you come and walk with us and learn what we have to say? It may not be in the words that you are used to hearing, but with our feelings we can touch your heart and let you know that we are real too. We are here and we need your outstretched hand. So, won't you be a special friend?

We can spend time with you and talk to you and be your friend. It's just a different kind of friendship.

Think about what friendship is. (pause) It is feelings shared between people. Friendship helps you to be more yourself. Friendship helps all of the things inside you grow and develop because there is trust and there are good feelings. Friendship is reaching out a hand and taking hold of someone else's hand and letting that hand support you too. Sometimes when someone doesn't look quite the same as you or speaks a little differently or doesn't even speak at all, it makes us back away and not make an effort to communicate. Do you find yourself wanting to stare or back away from the special ed students? Do you feel uncomfortable or unsure of what to say or do? (pause) Are you afraid? (pause) It is a wonderful challenge to take hold of those feelings and turn them around into excitement. The excitement of learning something new and challenging. The opportunity of helping another student with special problems become a part of being in school, too. By learning to rise above fear and change it to excitement,

you will be learning what adults must do all the time. In the adult world you will have to do things that you are not always sure you can do. As we are learning, we learn that we can all meet challenges and go forward each day.

Have you been asking yourself questions about the special ed students? Do you wonder about the wheelchairs, braces, and special equipment that they use? Are you curious about how to relate to them? Would you like to say hello to them and learn how to communicate?

The Special Friends Program is a way of helping you to feel more comfortable to allow these friendships to develop. This program will be a way for a few of you to participate with the special ed students. You will have guidance to help bridge gaps in communication. In the program, you'll be matched with a selected special ed student and you will agree to meet with that student each week, at an arranged time during the school day. You will spend time getting to know each other and have a chance to work together on projects which are interesting to you. Also, once a week you will meet with the program teacher. In those sessions you will have a chance to talk about your different experiences in the program and share with each other the exciting challenge of learning new friendships.

So, won't you come and be a special friend?

SUMMARY OF SLIDE SHOW CONTENT

The slide show should contain a variety of shots. If possible, attempt to take slides of the following situations and settings:

Special education students. Try to take close-ups as well as small and large group shots. Include pictures of as many of the special education students who will be participating as possible and not just photographs of the "cute" ones. You should, however, attempt to portray each student in as positive and appealing manner as possible. The principal of normalization should serve as a guide: special education students should be shown engaging in tasks and in situations in which regular education students might also find themselves. Remember to respect the privacy of your student and not take pictures, for example, of a child on the potty or being changed.

Special education and regular education students interacting. Take shots of two or three students playing together. Pictures which show the youngsters with a familiar peer or a recognizable school figure (principal, librarian, etc.) are enjoyed by regular education viewers. Make arrangements with a regular education class to spend a recess period with your class to take such pictures.

Special friends on the school campus. Seeing familiar campus landmarks elicit many positive comments from regular education students. Take pictures of students on the playground, at the library, on the lanais, etc.

Special education students in the community. If you are planning an excursion to the beach, park, or shopping center, take pictures during these outings. One of the long-range goals of the project is

community acceptance and it would be nice to show a few shots of your students out in the community.

The HIP slide show contains 76 slides, four of these contain the title and the credits. Half of the slides are indoor shots, the other half outdoor shots. About 40% of the slides are individual shots, 40% of small and large groups, and 20% of a student and adult.

Suggested arrangement of slides:

1-2: Title slides

3-27: Tape "introduces" special education and special ed students. Slides should show individual and group shots of special education students and their classes.

28-48: Tape talks about friendship. Slides should show shots of regular and special education students together.

49-60: Tape talks about a Special Friends program at your school. Slides should show special friends on campus.

61-74: Tape asks students if they would like to join Special Friends. Appropriate slides would include: shots of regular and special education students, campus shots, community shots, and individual shots of students. Slides in this section should show a high energy level and much excitement and joy.

75-76: Credits

# APPENDIX B

## INTERACTIONS CHECKLISTS

Regular Education Students
Elementary Level
Interactions* in School Community
Checklist

PROGRAM AREAS **

| SCHOOL MEMBERS | Language Arts | Math | Social Studies | Science | Library | Art | Music | P.E. | Guidance and Counseling | Recess | Lunch | Assemblies | Clubs | Special Events | Other: | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher--Regular Education | | | | | | | | | | | | | | | | |
| Teacher--Special Education | | | | | | | | | | | | | | | | |
| Student--Regular Education | | | | | | | | | | | | | | | | |
| Student--Special Education | | | | | | | | | | | | | | | | |
| Principal | | | | | | | | | | | | | | | | |
| Counselor | | | | | | | | | | | | | | | | |
| Nurse | | | | | | | | | | | | | | | | |
| Librarian | | | | | | | | | | | | | | | | |
| Therapist--Occupational | | | | | | | | | | | | | | | | |
| Therapist--Physical | | | | | | | | | | | | | | | | |
| Therapist--Speech & Language | | | | | | | | | | | | | | | | |
| Office Personnel | | | | | | | | | | | | | | | | |
| Custodian | | | | | | | | | | | | | | | | |
| Art Specialist | | | | | | | | | | | | | | | | |
| Music Specialist | | | | | | | | | | | | | | | | |
| PE Specialist | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | |

*Interactions defined as communication between individuals that is more than a greeting (nod, hello, etc.)

**Programs can be added or eliminated to reflect the students actual educational program.

Special Education Students
Elementary Level
Interactions* in School Community
Checklist

PROGRAM AREAS **

| SCHOOL MEMBERS | Self-care | Language | Communications | Prevocational/ Vocational | Library | Art | Music | P.E. | Guidance and Counseling | Recess | Lunch | Clubs | Assemblies | Special Events | Other: Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher--Regular Education | | | | | | | | | | | | | | | |
| Teacher--Special Education | | | | | | | | | | | | | | | |
| Student--Regular Education | | | | | | | | | | | | | | | |
| Student--Special Education | | | | | | | | | | | | | | | |
| Principal | | | | | | | | | | | | | | | |
| Counselor | | | | | | | | | | | | | | | |
| Nurse | | | | | | | | | | | | | | | |
| Librarian | | | | | | | | | | | | | | | |
| Therapist--Occupational | | | | | | | | | | | | | | | |
| Therapist--Physical | | | | | | | | | | | | | | | |
| Therapist--Speech & Language | | | | | | | | | | | | | | | |
| Office Personnel | | | | | | | | | | | | | | | |
| Custodian | | | | | | | | | | | | | | | |
| Art Specialist | | | | | | | | | | | | | | | |
| Music Specialist | | | | | | | | | | | | | | | |
| PE Specialist | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | |

*Interactions defined as communication between individuals that is more than a greeting (nod, hello, etc.)

**Programs can be added or eliminated to reflect the students actual educational program.

Regular Education Students
Secondary Level
Interactions* in School Community
Checklist

PROGRAM AREAS **

| SCHOOL MEMBERS | Social Studies | Mathematics | English | Civics | Science | P.E. | Home Economics | Industrial Arts | Clubs | Guidance and Counseling | Vocational Ed. | Assemblies | Lunch | Sports | Music | Art |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher--Regular Education Academics | | | | | | | | | | | | | | | | |
| Teacher--Special Education | | | | | | | | | | | | | | | | |
| Student--Regular Education | | | | | | | | | | | | | | | | |
| Student--Special Education | | | | | | | | | | | | | | | | |
| Vocational Teacher | | | | | | | | | | | | | | | | |
| Industrial Arts Teacher | | | | | | | | | | | | | | | | |
| Art Teacher | | | | | | | | | | | | | | | | |
| Music Teacher | | | | | | | | | | | | | | | | |
| PE Teacher | | | | | | | | | | | | | | | | |
| Principal | | | | | | | | | | | | | | | | |
| Counselor | | | | | | | | | | | | | | | | |
| Nurse | | | | | | | | | | | | | | | | |
| Librarian | | | | | | | | | | | | | | | | |
| Office Personnel | | | | | | | | | | | | | | | | |
| Custodian | | | | | | | | | | | | | | | | |
| Other: | | | | | | | | | | | | | | | | |
| Other: | | | | | | | | | | | | | | | | |

*Interactions defined as communication between individuals that is more than a greeting (nod, hello, etc.)

**Programs can be added or eliminated to reflect the students actual educational program.

Special Education Students
Secondary Level
Interactions* in School Community
Checklist

PROGRAM AREAS **

| SCHOOL MEMBERS | Self-care | Social Studies | Language | Functional Academics | Home Economics | Vocational Ed. | Industrial Arts | Guidance and Counseling | Assemblies | Sports | Lunch | Mobility | Clubs | Music | Art | P.E |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher--Regular Education Academics | | | | | | | | | | | | | | | | |
| Teacher--Special Education | | | | | | | | | | | | | | | | |
| Student--Regular Education | | | | | | | | | | | | | | | | |
| Student--Special Education | | | | | | | | | | | | | | | | |
| Vocational Teacher | | | | | | | | | | | | | | | | |
| Industrial Arts Teacher | | | | | | | | | | | | | | | | |
| PE Teacher | | | | | | | | | | | | | | | | |
| Art Teacher | | | | | | | | | | | | | | | | |
| Music Teacher | | | | | | | | | | | | | | | | |
| Therapist--OT/PT | | | | | | | | | | | | | | | | |
| Therapist--Speech & Language | | | | | | | | | | | | | | | | |
| Principal/Office Personnel | | | | | | | | | | | | | | | | |
| Counselor | | | | | | | | | | | | | | | | |
| Nurse | | | | | | | | | | | | | | | | |
| Librarian | | | | | | | | | | | | | | | | |
| Custodian | | | | | | | | | | | | | | | | |
| Other: | | | | | | | | | | | | | | | | |

*Interactions defined as communication between individuals that is more than a greeting (nod, hello, etc.)

**Programs can be added or eliminated to reflect the students actual educational program.

# APPENDIX C

## Examples of Appropriate Responses to Questions Typically Asked by by Regular Education Students

RESPONSES

| CONCERNS | RULE | EXAMPLES | REMINDERS |
|---|---|---|---|
| Functioning Level<br><br>("Why can't s/he walk?"<br>"Can s/he talk?") | Emphasize growth and changes | "S is learning to sit up by himself first. Once he can sit then he'll be able to ride in the wagon."<br><br>"S can hear but she doesn't know her name yet. Maybe next time when you call her she'll turn and look at you." | |
| | Suggest alternatives | "S doesn't talk but will point to the picture of the toy she wants."<br><br>"S can't catch that ball but he'll push this big one to you."<br><br>"Let's put the toys down on the mat so S can watch and listen to us."<br><br>"If we walk slowly, S will be able to follow us all by himself." | |
| | Minimize differences; maximize similarities | "You and S both have on a blue shirt today." (similarities in appearance.)<br><br>"You like the Jack-in-the-Box? So does S! That's his favorite, too." (similarities in likes and dislikes.)<br><br>"S went to the beach, too. Did you see her there?" (similarities in activities.) | Many of these comments are teacher-initiated rather than responses to children's questions. |

| CONCERNS | RULE | EXAMPLES | REMINDERS |
|---|---|---|---|
| Equipment | Give short, brief labels<br><br>Remove the "mystique" by pointing out function<br><br>Point out that non-handicapped use equipment too | "That's a wheelchair." (instead of "an orthokinetic wheelchair")<br><br>"When we put the braces on, S can stand up by herself."<br><br>"Let's put S on the wedge so she can put her head up and watch us."<br><br>"When S is in the standing box he can stand and play at the same time."<br><br>"Many people use crutches. I had to use them once when I had a broken leg."<br><br>"S needs to wear a helmet to protect his head in case he falls - just like a football player." | Regular ed students need to feel comfortable around equipment but may also need reminders that the equipment in the room are not toys. |

## SUGGESTED RESPONSES TO QUESTIONS FROM STUDENTS

Responses given are appropriate for both elementary and secondary students unless specifically noted with a S for secondary. You may want to change wording according to level of student.

### Child-Related Questions

I. CAUSATION

| Question | Response |
|---|---|
| 1. What happened? | 1-5. "For different kids there are different reasons. Sometimes it happens at birth, sometimes there's an accident." Be sure never to give the details of a student's personal history, but provide various explanations, such as, "I really don't know, and I haven't tried to find out because it's private." If the questioning persists, emphasize privacy and use an analogy, such as, "I'm sure there are things in your life that you don't want others to know, and this is private too." |
| 2. How come s/he's like this? | |
| 3. Was s/he always like this? | |
| 4. Was s/he in an accident? | |
| 5. Was s/he born like this? | |
| 6. What's wrong with him/her? | 6. "What do you mean?" Try to have the student define or simplify the question, then answer as directly as possible keeping confidentiality in mind. |

II. PERSONAL INFORMATION

| Question | Response |
| --- | --- |
| 1. How old is s/he? | 1-5. Answer if information is known. If not, say, "I don't know." |
| 2. When is his/her birthday? | |
| 3. What's his/her name? | |
| 4. Where does s/he live? | |
| 5. Does s/he have brothers, sisters? | |
| 6. What school did s/he go to? | 6. Avoid giving an answer that might identify a special school. If you know that the student went to a special school you might give the area as, "He went to a different school in Honolulu." |
| 7. What room was s/he in last year? | 7. See 1-5. |
| 8. Does s/he have a mother? | 8. "Yes, just like you." |

III. FUNCTIONING LEVEL

| Question | Response |
|---|---|
| 1. Can s/he walk? | 1-8. Emphasize growth and change, such as "He is learning to stand up by himself first; once he can stand, then we can work on walking." "Yes, she likes to go outside; in fact it would be nice if she could go outside with you." Suggest alternatives, such as, "She doesn't talk but will point to the picture of the toy she wants." "He can't talk so he's learning sign language." Minimize differences, maximize similarities, such as, "He likes to be outside just like you." "She likes candy, just like you." |
| 2. Can s/he go outside? | |
| 3. Why doesn't s/he talk? | |
| 4. Why can't s/he walk? | |
| 5. Can s/he hear me? | |
| 6. Can s/he see me? | |
| 7. Can s/he talk? | |
| 8. Does s/he like candy (this ball, etc.)? | |
| 9. How do they go home? | 9-10. "A special bus brings the kids to school." |
| 10. Who brings him/her to school? | |
| 11. When will s/he be able to go outside (talk, walk, etc.)? | 11. "We hope soon." |
| 12. How come s/he's always doing that? (self-stimming, making sounds, different mannerisms) | 12. "It's kind of like when you're sitting somewhere bored and have nothing to do, so you swing your legs (twirl your hair). We're teaching her how to play with a toy instead. Do you want to try?"<br><br>S: "There aren't a lot of games he can play with or things he can do by himself. That's one reason we have Special Friends. Maybe you two can learn to play a game together." |

## Classroom-related Questions

I. EQUIPMENT

| Question | Response |
|---|---|
| 1. What's that? (walker, braces, etc.) | 1. Give short, brief labels, such as, "That's a wheelchair." |
| 2. What's that for? | 2,3. Point out function, such as, "When we put braces on him, he can stand up by himself." Point out that non-handicapped use equipment too, as crutches for a broken leg, helmets to protect football players' heads. |
| 3. How come s/he has to wear that? (helmet, braces, etc.) | |
| 4. Is that yours? (teacher's) Did you buy that? | 4. "It belongs to (child's name)." or "It belongs to the school. |
| 5. How come s/he has that one instead of that one? (different chairs, different braces for each child, etc.) | 5. "Some of the equipment was made to fit a certain person, just like your shoes fit you, and you can't wear your sister's shoes." |
| 6. How much is that? | 6. "I don't know." |

II. PEOPLE IN THE ROOM

| Question | Response |
| --- | --- |
| 1. Are you his/her mother? | 1. "No, I'm a program teacher." |
| 2. Are you his teacher? | 2. "Yes, I'm one of his teachers." |
| 3. Who's that? (EA ancillary person such as OT, PT, etc.) | 3. "That's another kind of teacher, like your art or music teacher." |
| | S: Give the person's title, such as occupational therapist, physical therapist, etc. If student asks, "What's that?", give short explanation of the job. |

III. ROLES

| Question | Response |
| --- | --- |
| 1. What are you doing? (with motor activities, especially) | 1. Give a simple answer, such as "I'm exercising her muscles." |
| 2. Why do you have to do that? | 2. "I'm helping her because she can't do it by herself."<br>S: Add to the above--"If she doesn't use her muscles, they'll become weak." |
| 3. Does it hurt? | 3. "I hope not, and I'm being careful to make sure it doesn't hurt." If the student is crying, you can say, "Sometimes he cries because he doesn't like to exercise, not because it hurts, just like you might cry if you have to do something you don't want to do." |

# APPENDIX D

Sample letters/permission forms

Regular Education Elementary
Pictures only

# University of Hawaii at Manoa

Special Education • College of Education
University Avenue 4 • Room 5/6 • 1776 University Avenue • Honolulu, Hawaii 96822
Cable Address: UNIHAW

November 28, 1980

Dear Parents:

The University of Hawaii--in cooperation with severel Department of Education schools--has just been awarded federal funds to conduct a model demonstration project which will focus upon developing activities to integrate severely handicapped children into a variety of school and community settings and increase the acceptance of children with handicaps by those who are non-handicapped. This project will be conducted for a three year period and will serve as a model for other school systems throughout the country, involving community and professional representatives from both a special and regular education perspective.

Waimea School is one of the schools where these activities will occur. Regular education children who are interested will have an opportunity to participate with handicapped children in play and group activities known as "Special Friends". These activities will occur during selected recess and other structured social interaction times; our staff and teachers will work with the children so that they are comfortable with one another.

Our first step in presenting the program to the children at Waimea is to show them a five minute slide-sound presentation called "Special Friends" which introduces the program and talks about friendship. We are in the process of taking slides of the children who will be in the program and of other students at Waimea School. The pictures will include general school scenes and scenes of handicapped and non-handicapped children interacting. If you and your child are willing, we would like very much to take some photographs of your child for possible inclusion in the show. We will let you know when the slide show is completed and invite you to see it before it will be shown to the children at school if you are interested.

If you allow your child to be photographed, please sign the attached consent form and return it to your child's teacher at school as soon as possible. If you have any questions please feel free to call my coordinator, Ms. Gloria Kishi or myself at 948-7778 (call collect).

Aloha,

Luanna Voeltz

Luanna Voeltz, Ph.D.
Project Director &
Assistant Professor



AN EQUAL OPPORTUNITY EMPLOYER

Regular Education Elementary

# University of Hawaii at Manoa

**Special Education • College of Education**
University Avenue 4 • Room 5/8 • 1776 University Avenue • Honolulu, Hawaii 96822
Cable Address: UNIHAW

December 10, 1980

Dear Parents:

The University of Hawaii--in cooperation with several Department of Education schools--has just been awarded federal funds to conduct a model demonstration project which will focus upon developing activities to integrate severely handicapped children into a variety of school and community settings and increase the acceptance of children with handicaps by those who are non-handicapped. This project will be conducted for a three year period and will serve as a model for other school systems throughout the country, involving community and professional representatives from both a special and regular education perspective.

Jefferson Elementary School is one of the schools where these activities will occur. Regular eduation children from grades kindergarten through sixth grade and the children in the severely multiply handicapped class will join in play activities together as "Special Friends". The program will be conducted in cooperation with both regular and special education teachers, and our staff will provide extra assistance to insure that the children are comfortable with one another and are enjoying themselves.

Your child has indicated an interest in participating in Special Friends and has agreed to commit three recesses per week for a period of eight weeks interacting with a severely handicapped child in structured and supervised play activities. We would like very much to have your child participate in the program. If you agree, please sign the attached consent form and return it to your child's teacher as soon as possible. The form gives permission for your child to participate in the program and for the project to collect some information from your child to assist in documenting the effects of participating in a program like this upon children.

Please feel free to talk to your child's teacher or call Ms. Gloria Kishi or myself at 948-7778 if you have any questions. We look forward to having Special Friends at Jefferson.

Aloha,

Luanna Voeltz

Luanna Voeltz, Ph.D.
Project Co-Director
Hawaii Integration Project

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AN EQUAL OPPORTUNITY EMPLOYER

# University of Hawaii at Manoa

**Special Education • College of Education**
University Avenue 4 • Room 5/6 • 1776 University Avenue • Honolulu, Hawaii 96822
Cable Address: UNIHAW

December 10, 1980

Dear Parents:

The University of Hawaii--in cooperation with several Department of Education schools--has just been awarded federal funds to conduct a model demonstration project which will focus upon developing activities to integrate severely handicapped children into a variety of school and community settings and increase the acceptance of children with handicaps by those who are non-handicapped. This project will be conducted for a three year period and will serve as a model for other school systems throughout the country, involving community and professional representatives from both a special and regular education perspective.

Jarrett Intermediate School is one of the schools where these activities will occur. Teenagers in the seventh, eighth and ninth grades will join in leisure activities (play) with the severely multiply handicapped youth as participants in "Special Friends". The program will be conducted in cooperation with both regular and special education teachers, and our staff will provide extra assistance to insure positive interactions among the students and to help them be comfortable with one another.

Your child has indicated an interest in participating in Special Friends and has agreed to commit two breaks per week for a period of eight weeks interacting with a severely handicapped student with leisure time activities at school. We would like very much to have your child participate in the program. If you agree, please sign the attached consent form and return it to your child's home room teacher as soon as possible. The form gives permission for your child to participate in the program and for the project to collect some information from your child to assist in documenting the effects of participating in a program like this upon teenagers.

Please feel free to talk to your child's teacher or call Ms. Gloria Kishi or myself at 948-7778 if you have any questions. We look forward to having Special Friends at Jarrett.

Aloha,

Luanna Voeltz

Luanna Voeltz, Ph.D.
Project Co-Director
Hawaii Integration Project



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# University of Hawaii at Manoa

**Special Education • College of Education**
**University Avenue 4 • Room 5/8 • 1776 University Avenue • Honolulu, Hawaii 96822**
**Cable Address: UNIHAW**

November 25, 1980

Dear Parents:

The University of Hawaii--in cooperation with several Department of Education schools--has just been awarded federal funds to conduct a model demonstration project which will focus upon developing activities to integrate severely handicapped children into a variety of school and community settings and increase the acceptance of children with handicapps by those who are non-handicapped. This project will be conducted for a three year period and will serve as a model for other school systems throughout the country, involving community and professional representatives from both a special and regular education perspective.

DeSilva School is one of the schools where these activities will occur. In particular, we would like your child to participate in the DeSilva Special Friends program in which regular education children from grades kindergarten through sixth grade and the children in the severely multiply handicapped class and deaf/blind class will join in play activities together as "Special Friends". The children in regular education will see a short slide show about friendship and about the Special Friends program and then will be allowed to play with the special education children in activities designed for them. The program will be conducted in cooperation with your child's teacher, and our staff will provide extra assistance to insure that the children are comfortable with one another and are enjoying themselves. As part of the program, we also hope to work on developing your child's social skills in the context of play interactions with other children. To do this, we will need to collect some assessment information to help us to plan and evaluate the activities.

We would like very much to have your child participate in the program. If you agree, our first step is to develop a slide show at DeSilva which would include pictures of your child along with other children at DeSilva. The project will protect the confidentiality of all information collected in project activities, and will not use the photographs or information in any way which would embarrass you or your child.



AN EQUAL OPPORTUNITY EMPLOYER

If you allow your child to be included, please sign the consent form below and return it to your child's teacher at school by December 8, 1980. There will be a special meeting for parents after the slide show is completed so that parents who are interested can see the slide show. Please feel free to ask your child's teacher or call Ms. Gloria Kishi or myself at 948-7778 (please call collect) if you have any questions. We look forward to having Special Friends at DeSilva.

Aloha,

Luanna Voeltz

Luanna Voeltz, Ph.D.
Project Director

---

PLEASE RETURN BY DECEMBER 8, 1980 TO YOUR CHILD'S TEACHER

CONSENT TO PARTICIPATE IN THE SPECIAL FRIENDS PROGRAM

I _____ have read the attached letter about the DeSilva Special Friends program, and I agree to have my child participate. I understand that this participation includes allowing the project to take photographs of my child for use in the slide show and to collect assessment information needed to plan and evaluate the activities; the project has my permission to review the information on my child's IEP so that activities are consistent with his/her school program. However, the Project Director and the University of Hawaii assure me that the confidentiality of all information is protected and that the photographs and information will not be used in any way which would embarrass me or my child.

Child's name:_____ _____

Parent/Guardian's signature

_____

date

# University of Hawaii at Manoa

**Special Education • College of Education**
University Avenue 1 • Room 1A • 1776 University Avenue • Honolulu, Hawaii 96822
Cable Address: UNIHAW

December 5, 1980

Dear Parents:

The University of Hawaii--in cooperation with several Department of Education schools--has just been awarded federal funds to conduct a model demonstration project which will focus upon developing activities to integrate severely handicapped children into a variety of school and community settings and increase the acceptance of children with handicaps by those who are non-handicapped. This project will be conducted for a three year period and will serve as a model for other school systems throughout the country, involving community and professional representatives from both a special and regular education perspective.

Jarrett School is one of the schools where these activities will occur. In particular, we would like your child to participate in the Jarrett Special Friends program in which teenagers in the seventh, eighth and ninth grades will join in leisure activities (play) with the severely multiply handicapped students as participants in "Special Friends." Our staff will work with your child's teacher to develop positive interactions among the students, and to help the students to be comfortable with one another. We also will cooperate with the teachers to concentrate on developing social skills in the context of these play activities. To do this, we will need to collect some assessment information to help us to plan and evaluate the activities.

We would like very much to have your child participate in the program. If you agree, our first step is to develop a slide show to show to the teachers and students at Jarrett which would include pictures of your child along with other students at Jarrett. The project will protect the confidentiality of all information collected in project activities, and will not use the photographs or information in any way which would embarrass you or your child.

If you allow your child to be included, please sign the attached consent form and return it to your child's teacher at school as soon as possible. There will be a special meeting for parents after the slide show is completed so that parents who are interested can see the slide show. Please feel free to ask your child's teacher or call Ms. Gloria Kishi or myself at 948-7778 if you have any questions. We look forward to having Special Friends at Jarrett.

Aloha,

Luanna Voeltz, Ph.D.
Project Director



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AN EQUAL OPPORTUNITY EMPLOYER

PLEASE RETURN AS SOON AS POSSIBLE
TO YOUR CHILD'S TEACHER

CONSENT TO PARTICIPATE IN THE SPECIAL FRIENDS PROGRAM

I _____ have read the attached letter about the Jarrett Special Friends program, and I agree to have my child participate. I understand that this participation includes allowing the project to take photographs of my child for use in the slide show and to collect assessment information needed to plan and evaluate the activities. The project has my permission to review the information on my child's IEP so that activities are consistent with his/her school program. However, the Project Director and the University of Hawaii assure me that the confidentiality of all information is protected and that the photographs and information will not be used in any way which would embarrass me or my child.

Child's name:_____ _____

Parent/Guardian's signature

_____

date

PLEASE RETURN BY DECEMBER 12, 1980
TO YOUR CHILD'S TEACHER

CONSENT FOR PHOTOGRAPHS

Child's Name:_____

I, _____, the parent of _____

consent to allow photographs to be taken of my child for possible inclusion in the Special Friends slide presentation which will be shown at Waimea School as part of project activities. I understand that this slide presentation will be shown to teachers, children and parents at Waimea. I authorize the use and reproduction by you of these photographs for use if the presentation without further compensation to me.

Signed:_____ Date:_____

Address: _____

_____

PLEASE RETURN AS SOON AS POSSIBLE
TO YOUR CHILD'S HOME ROOM TEACHER

CONSENT TO PARTICIPATE IN THE SPECIAL FRIENDS PROGRAM

Child's Name:_____

I, _____ the parent of _____ have read the attached letter about the Jarrett Intermediate School Special Friends program, and I agree to have my child participate. I understand that this permission includes allowing the project to collect some information from my child to assist in documenting the effects of participating in a program like this upon teenagers.

Signed:_____ Date:_____

Address:_____

_____

PLEASE RETURN AS SOON AS POSSIBLE
TO YOUR CHILD'S TEACHER

CONSENT TO PARTICIPATE IN THE SPECIAL FRIENDS PROGRAM

Child's Name:_____

I, _____ the parent of _____ have read the attached letter about the Jefferson Elementary School Special Friends program, and I agree to have my child participate. I understand that this permission includes allowing the project to collect some information from my child to assist in documenting the effects of participating in a program like this upon children.

Signed:_____ Date: _____

Address:_____

_____

USE SCHOOL STATIONERY--LETTER SHOULD BE SIGNED BY SPECIAL FRIENDS COORDINATOR

Dear Parents:

We would like to start a Special Friends program at our school. You may have heard or read about this program; several local schools (Kainalu, Jefferson, Kaimuki Intermediate, Jarrett Intermediate, DeSilva, and Waimea) have a Special Friends program and we will be basing our efforts on that model.

This program would seek to assist in the successful integration of handicapped persons into school and community settings by developing appropriate social behaviors and skills in the handicapped and also by developing sensitivity and acceptance in the nonhandicapped students. One of the first program activities would be the development of a slide show of the students at our school to be shown to the regular education students. We will then ask if they'd be interested in participating in our Special Friends program. Once we have selected the regular education students, we will be planning special activities—or just spending our recess periods together--in which both Special Friends will be able to participate and interact. We shall collect evaluation information from the children and teachers to help us plan throughout the program.

We will also be identifying an appropriate social or play goal and objective which will be included in your child's IEP. Progress on this goal will be monitored and evaluated, as are all the other IEP goals, by us throughout the school year. If such a goal is not already on the IEP, we shall contact you later to discuss what this goal should be.

We are looking forward to starting this exciting program at our school and feel that our time and efforts will be well-rewarded! Please call if there are any questions about the Special Friends program or if you want to assist us in any way. Thank you.

*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*-*

PLEASE SIGN AND RETURN TO YOUR CHILD'S TEACHER

Permission is hereby granted for the following:

☐ Photographing of my child for use in the slide show

☐ Inclusion of a social skill in my child's IEP

☐ Participation in Special Friends activities and evaluation

Child's name_____ _____
Parent/Guardian's Signature

_____
Date

# APPENDIX E

## Additional Resources

## A SELECTED LIST OF APPROPRIATE JUVENILE LITERATURE

Baldwin, A. N. A little time for Sarah. New York: Viking, 1978.
Sarah copes with her parent's absorption with the problems of her Down's Syndrome brother and her feelings of anger and jealousy.

Bridgers, S.E. All together now. New York: Ives Washbarn, 1970.
Efforts to institutionalize a handicapped adult are thwarted by neighbors who demonstrate that a community can accomodate this person's needs.

Byars, B. Summer of the swans. New York: Viking, 1970.

Carpelan, B. Bow island. New York: Delacorte, 1968.
A young man despite intellectual limitations makes a modest but significant contribution to his family.

Clifton, L. My friend Jacob. New York: Dutton, 1980.
An eight-year-old narrator describes his handicapped adolescent companion's behaviors with affection and expressions of happiness.

Cone, M. Simon. Boston: Houghton Mifflin, 1970.

Cummins, B. S. Let a river be. New York: Antheneum, 1978.
The hero is able to partially support himself and demonstrates competencies is being able to handle emergencies despite prior cruel treatment and institutionalization.

Shyer, M. F. Welcome home, Jellybean. New York: Scribner's, 1978.
Portrayal of the return of a 13-year-old from a state training institution and the family crises it precipitates.

Slepian, J. The Alfred summer. New York: Macmillan, 1980.
The effects of a developmentally disabled member on the family is superbly exemplified.

Smith, __. The haybuners. _____, 1974.
Story of an adult resident of an institution is released on a work program to a neighboring farm and the effects on the attitudes of the teenagers who come into contact with him.

Walker, P. Twyla. Englewood Cliff, N. J.: Prentice-Hall, 1973.
A sensitive novel describing the feelings of a mildly handicapped teenager who is a victim of the cruelty of individuals and the indifferences of her parents and of society.

Wrightson, P. A racecourse for Andy. New York: Harcourt Brace, 1968.
A mildly retarded boy is cheated and "sold" a race track for $3.

## A SELECTED LIST OF APPROPRIATE BOOKS FOR CHILDREN

Allen, M., & Allen, C. The marble cake cat. New York: Coward, McCann, & Geoghegan, 1977.

A cat unique for its markings tries to find someone who will regard and care for him as an ordinary cat.

Children's Television Workshop. Sesame street sign language fun. New York: Random House, 1980.

Presents sign language words grouped in such categories as the family, school, colors, playgound, seasons, utensils and food, woods, transportation, jungle, and feelings and emotions.

# APPENDIX F

## Sample Evaluation Measure

# SIOS:
# SOCIAL INTERACTION OBSERVATION SYSTEM

by

Luanna Voeltz, Gloria Kishi, and Jerry Brennan
University of Hawaii

August 1981

This instrument was developed under support provided by Contract No. 300-80-0746 from the U.S. Department of Education, Office of Special Education, Division of Innovation and Development, awarded to the University of Hawaii Department of Special Education. No official endorsement by the United States Department of Education should be inferred.

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Hawaii Integration Project

Department of Special Education
University of Hawaii
Honolulu, Hawaii

DO NOT WRITE HERE
04389

NOTES IN THIS SPACE ONLY:

BEST COPY AVAILABLE

**COMPLETE THIS SECTION BEFORE THE OBSERVATION:**

OBSER CODE | SCHOOL CODE | TODAY'S DATE MO DAY YEAR | SPED ID NUMBER | 1 NONSPED ID NUMBER | 1 NONSPED TYPE | 2 NONSPED ID NUMBER | 2 NONSPED TYPE | OTHERS W/SPED

1 NONSPED TYPE: ○ Peer ○ Teacher ○ Adult

2 NONSPED TYPE: ○ Peer ○ Teacher ○ Adult

PERSONNEL IN ROOM: SPED | NON | ADULT

SPECIAL CONDITIONS
- ○ New room
- ○ Rearrange
- ○ New teacher
- ○ New material
- ○ Food present
- ○ New pupil
- ○
- ○

CRITICAL INCIDENT
- ○ Sick
- ○ Seizure
- ○ No sleep
- ○ New prosthes.
- ○ Home change
- ○ Medication
- ○
- ○

TIME SAMPLING INTERVAL
- ① 7.5/7.5
- ② 10/10
- ③
- ④

TYPE OF OBSERVATION
- ① Primary
- ② Reliability
- ③ Video Tape
- ④ Practice in vivo

DO NOT WRITE IN THIS SPACE

**COMPLETE THIS SECTION WHEN OBSERVATION IS ABOUT TO BEGIN:**

| | HOUR | MINUTE |
|---|---|---|
| TIME OF BELL: | 7 8 9 10 11 12 / 1 2 3 4 5 | 0 1 2 / 3 4 5 | 0 1 2 3 4 / 5 6 7 8 9 |
| TIME ENTER ROOM | 7 8 9 10 11 12 / 1 2 3 4 5 | 0 1 2 / 3 4 5 | 0 1 2 3 4 / 5 6 7 8 9 |
| TIME OF GREETING | 7 8 9 10 11 12 / 1 2 3 4 5 | 0 1 2 / 3 4 5 | 0 1 2 3 4 / 5 6 7 8 9 |

GREETING
- ○ No greeting
- ○ Verbal
- ○ Touch
- ○ Other nonverbal
- ○ Eye contact
- ○ SPED response
- ○

**COMPLETE THIS SECTION AFTER OBSERVATION:**

SPED AROUSAL

| | LOW | AVG | HIGH |
|---|---|---|---|
| PRIOR | ① | ② | ③ |
| DURING | ① | ② | ③ |
| AFTER | ① | ② | ③ |

EYE LEVEL OF NON
- ○ Above SPED eye level
- ○ At SPED eye level
- ○ Below SPED eye level

| COMMENTS ○ No ○ Yes | DESCRIBE ACTIVITIES |
|---|---|
| | |

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**NON #**

1 2 3 4 5 6 7 8 9 0 One
1 2 3 4 5 6 7 8 9 0 Two
1 2 3 4 5 6 7 8 9 0 Other

1 2 3 4 5 6 7 8 9 0 Inside
1 2 3 4 5 6 7 8 9 0 Outside

**ACTIVITY**

1 2 3 4 5 6 7 8 9 0 Moving
1 2 3 4 5 6 7 8 9 0 Toys
1 2 3 4 5 6 7 8 9 0 Music
1 2 3 4 5 6 7 8 9 0 Caregive
1 2 3 4 5 6 7 8 9 0 Instruct
1 2 3 4 5 6 7 8 9 0 Watch
1 2 3 4 5 6 7 8 9 0 Play, etc.

DO NOT WRITE IN THIS SPACE

**NON—NONHANDICAPPED**

1 2 3 4 5 6 7 8 9 0 **ORIENTATION**
1 2 3 4 5 6 7 8 9 0 Orient to SPED
1 2 3 4 5 6 7 8 9 0 Orient to object
1 2 3 4 5 6 7 8 9 0 Orient away/none

**AFFECT**

1 2 3 4 5 6 7 8 9 0 Neutral
1 2 3 4 5 6 7 8 9 0 Positive
1 2 3 4 5 6 7 8 9 0 Negative
1 2 3 4 5 6 7 8 9 0 Distress

**POSITION**

1 2 3 4 5 6 7 8 9 0 Close to SPED
1 2 3 4 5 6 7 8 9 0 Far from SPED
1 2 3 4 5 6 7 8 9 0 Front of SPED
1 2 3 4 5 6 7 8 9 0 Side of SPED
1 2 3 4 5 6 7 8 9 0 Behind SPED
1 2 3 4 5 6 7 8 9 0 Movement

**TOUCH PERSON**

1 2 3 4 5 6 7 8 9 0 None
1 2 3 4 5 6 7 8 9 0 Accidental/Neut.
1 2 3 4 5 6 7 8 9 0 Attention seek
1 2 3 4 5 6 7 8 9 0 Comforts
1 2 3 4 5 6 7 8 9 0 Guide/Position
1 2 3 4 5 6 7 8 9 0 Positive
1 2 3 4 5 6 7 8 9 0 Negative

**OBJECTS**

1 2 3 4 5 6 7 8 9 0 None
1 2 3 4 5 6 7 8 9 0 No contact
1 2 3 4 5 6 7 8 9 0 Demonstrates
1 2 3 4 5 6 7 8 9 0 Offers
1 2 3 4 5 6 7 8 9 0 Accepts
1 2 3 4 5 6 7 8 9 0 Adjusts

**PLAY**

1 2 3 4 5 6 7 8 9 0 Appropriate
1 2 3 4 5 6 7 8 9 0 Inappropriate
1 2 3 4 5 6 7 8 9 0 Parallel Play
1 2 3 4 5 6 7 8 9 0 Cooperative Play
1 2 3 4 5 6 7 8 9 0 Interactive Play

**VOCALIZATIONS**

1 2 3 4 5 6 7 8 9 0 None
1 2 3 4 5 6 7 8 9 0 Attention/Neutral
1 2 3 4 5 6 7 8 9 0 Comment to SPED
1 2 3 4 5 6 7 8 9 0 Approval
1 2 3 4 5 6 7 8 9 0 Disapproval
1 2 3 4 5 6 7 8 9 0 Question

1 2 3 4 5 6 7 8 9 0 Comment/Q adult
1 2 3 4 5 6 7 8 9 0 Comment/Q peer
1 2 3 4 5 6 7 8 9 0 Talks about
1 2 3 4 5 6 7 8 9 0 Neg. comment other
1 2 3 4 5 6 7 8 9 0 Singing
1 2 3 4 5 6 7 8 9 0 Laughing
1 2 3 4 5 6 7 8 9 0 INTRUSION

**SPED—HANDICAPPED**

1 2 3 4 5 6 7 8 9 0 **ORIENTATION**
1 2 3 4 5 6 7 8 9 0 Orient to NON
1 2 3 4 5 6 7 8 9 0 Orient to object
1 2 3 4 5 6 7 8 9 0 Orient away
1 2 3 4 5 6 7 8 9 0 Non-orientation

**AFFECT**

1 2 3 4 5 6 7 8 9 0 Neutral
1 2 3 4 5 6 7 8 9 0 Positive
1 2 3 4 5 6 7 8 9 0 Negative
1 2 3 4 5 6 7 8 9 0 Distress

**POSITION**

1 2 3 4 5 6 7 8 9 0 Passive recline
1 2 3 4 5 6 7 8 9 0 Active recline
1 2 3 4 5 6 7 8 9 0 Passive movement
1 2 3 4 5 6 7 8 9 0 Non-purpose move
1 2 3 4 5 6 7 8 9 0 Purposeful move

**TOUCH PERSON**

1 2 3 4 5 6 7 8 9 0 None
1 2 3 4 5 6 7 8 9 0 Accidental/Neut.
1 2 3 4 5 6 7 8 9 0 Attention seek
1 2 3 4 5 6 7 8 9 0 Positive
1 2 3 4 5 6 7 8 9 0 Play/Maintain
1 2 3 4 5 6 7 8 9 0 Negative
1 2 3 4 5 6 7 8 9 0 Withdrawal

**OBJECTS**

1 2 3 4 5 6 7 8 9 0 None
1 2 3 4 5 6 7 8 9 0 No contact
1 2 3 4 5 6 7 8 9 0 Touches
1 2 3 4 5 6 7 8 9 0 Reaches
1 2 3 4 5 6 7 8 9 0 Offers
1 2 3 4 5 6 7 8 9 0 Accepts

**PLAY**

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**VOCALIZATIONS**

1 2 3 4 5 6 7 8 9 0 None
1 2 3 4 5 6 7 8 9 0 Nonlanguage snds.
1 2 3 4 5 6 7 8 9 0 Spon. nondirect
1 2 3 4 5 6 7 8 9 0 Spon. directed
1 2 3 4 5 6 7 8 9 0 Repeats
1 2 3 4 5 6 7 8 9 0 Hum. sing
1 2 3 4 5 6 7 8 9 0 Laughing
1 2 3 4 5 6 7 8 9 0 Whimpers, cries
1 2 3 4 5 6 7 8 9 0 Protest, angry

**INDIVIDUAL TARG.**

1 2 3 4 5 6 7 8 9 0
1 2 3 4 5 6 7 8 9 0
1 2 3 4 5 6 7 8 9 0
1 2 3 4 5 6 7 8 9 0 INTRUSION

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NON =

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1 2 3 4 5 6 7 8 9 0
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